

The Bulletin

OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Secondary-School Principals

FEB 27 1948

PUBLIC RELATIONS In **Secondary Schools**

30817

PUBLIC relations, as an evolving program, has come to occupy a significant place in the administration of our secondary schools. This publication offers constructive suggestions for the development and the continuous improvement of such a program. Starting with the fundamental considerations underlying the organization of a sound and systematic program of social interpretation, the authors describe in practical terms how schools may develop better community relations and utilize, to an advantage, the facilities for influencing public opinion.

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NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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PROGRAM
for the
Thirty-Second Annual Convention
of the
NATIONAL ASSOCIATION OF SECONDARY-SCHOOL
PRINCIPALS

A DEPARTMENT OF THE
NATIONAL EDUCATION ASSOCIATION
A Part of the Annual Convention
of the
American Association of School Administrators
HOTEL HADDON HALL
ATLANTIC CITY, NEW JERSEY
February 21-25, 1948

School Administrators should plan NOW
to attend

THE THIRTY-SECOND ANNUAL CONVENTION

Beginning Saturday, February 21, 1948,
and extending through Wednesday, February 25, 1948,
in Atlantic City, New Jersey

*Arrangements should be made NOW for your hotel
reservations direct to:*

Mr. Floyd A. Potter
Chairman, Housing Bureau
American Association of School Administrators
16 Central Pier
Atlantic City, New Jersey

Convention Theme: **SECONDARY SCHOOLS FACE THE
FUTURE**

**GENERAL
SESSION**

Saturday
February 21
11:00 A.M.
Haddon Hall
Vernon Room

Topic: **Citizenship Through the Student Activity Program.**
Chairman: **Galen Jones**, Director, Division of Secondary Education,
United States Office of Education, Washington, D. C.;
President, National Association of Secondary-School Prin-
cipals.
Addresses: **MANAGING THE ACTIVITY PROGRAM.**
Minard W. Stout, Principal, University High School,
University of Minnesota, Minneapolis, Minnesota.

**GENERAL
SESSION**

**Saturday
February 21
2:30 P.M.
Haddon Hall
Vernon Room**

Topic:

DEALING WITH SCHOOL FRATERNITIES AND SORORITIES.
Lawrence E. Vredevoe, Assistant Director, Bureau of Co-
operation with Educational Institutions, University of
Michigan, Ann Arbor, Michigan; formerly Principal,
Lakewood High School, Lakewood, Ohio.

THE PLACE OF THE STUDENT COUNCIL IN THE SCHOOL
PROGRAM.

Gerald M. Van Pool, Director of Student Activities, Na-
tional Association of Secondary-School Principals, Wash-
ington, D. C.

Chairman:

Education for International Understanding.

E. W. Montgomery, Superintendent of High Schools and
President of Junior College, Phoenix, Arizona; Executive
Committee, National Association of Secondary-School
Principals.

Addresses:

BUILDING INTERNATIONAL UNDERSTANDING THROUGH EDUCA-
TIONAL RECONSTRUCTION IN WAR-DEVASTATED COUNTRIES.
Harold E. Snyder, Director, Commission for International
Educational Reconstruction, Washington, D. C.

A PROGRAM FOR TEACHING INTERNATIONAL UNDERSTANDING.
Ben M. Cherrington, Director, Social Science Foundation,
University of Denver, Denver, Colorado.

INTERGROUP AND INTERRACIAL EDUCATION.

Miles E. Cary, Principal, McKinley High School, Hono-
lulu, T. H.

ANNUAL BANQUET

*Dinner tickets, \$4.00 (no additional charge). Limited reserva-
tion. Apply now to Paul E. Elicker, 1201 Sixteenth Street, N. W.,
Washington 6, D. C.*

**Saturday
February 21
7:00 P.M.
Hotel Strand
Embassy Room**

Topic:

Secondary Schools for the New Age.

Presiding:

Galen Jones, Director, Division of Secondary Edu-
cation, United States Office of Education, Washing-
ton, D. C.; President, National Association of Sec-
ondary-School Principals.

Addresses:

SECONDARY EDUCATION FOR TOMORROW'S YOUTH.

Lyman Bryson, Professor of Education, Teachers
College, Columbia University, New York, New
York; Counsellor on Public Affairs, Columbia Broad-
casting System.

EDUCATION IN AN ATOMIC AGE.

William W. Waymack, Member, United States
Atomic Energy Commission, Washington, D. C.

*A limited number of seats will be available for those who cannot
attend the banquet. Seats for the speaking program will be avail-
able at 8:30. \$1.00 for members and \$1.50 for all others.*

**GENERAL SESSIONS FOR JUNIOR HIGH SCHOOL,
SENIOR HIGH SCHOOL, JUNIOR COLLEGE**

JUNIOR HIGH-SCHOOL SECTION

**Monday
February 23
2:30 P.M.
Haddon Hall
Rutland Room**

Topic: **The Pupil Personnel Program.**

Chairman: **W. L. Spencer**, Supervisor of Instruction, State Department of Education, Montgomery, Alabama; Executive Committee, National Association of Secondary-School Principals.

Addresses: **THE SCOPE AND FUNCTION OF THE PERSONNEL PROGRAM.**
Harold B. Brooks, Principal, George Washington Junior High School, Long Beach, California; Secretary, California Association of Secondary-School Administrators.

THE USE OF TESTS IN PUPIL GUIDANCE.

Paul A. Young, Director of Guidance and Research, Evanston Township Schools, Evanston, Illinois.

DEVELOPING STAFF PARTICIPATION IN PERSONNEL WORK.

Harl R. Douglass, Director, College of Education, University of Colorado, Boulder, Colorado.

Discussion Leader: **Francis L. Bacon**, Superintendent, Evanston Township Schools, and Principal, Evanston Township High School, Evanston, Illinois; Chairman, Committee on Testing and Guidance, National Association of Secondary-School Principals.

SENIOR HIGH-SCHOOL SECTION

**Monday
February 23
2:30 P.M.
Haddon Hall
Vernon Room**

Topic: **The Curriculum for Tomorrow.**

Chairman: **Clarence E. Blume**, Principal, Central High School, Minneapolis, Minnesota; First Vice President, National Association of Secondary-School Principals.

Addresses: **THE ROLE OF GENERAL EDUCATION.**
Thomas H. Briggs, Director, Consumer Education Study, National Association of Secondary-School Principals; Emeritus Professor of Education, Teachers College, Columbia University, New York, New York.

DESIGNING THE CURRICULUM FOR STUDENT DEVELOPMENT.

Stephen M. Corey, Professor of Educational Psychology, University of Chicago, Chicago, Illinois.

MEETING THE IMPERATIVE NEEDS OF YOUTH.

Robert S. Gilchrist, Assistant Superintendent of Schools in Charge of Secondary Education, Minneapolis, Minnesota; Member, Committee on Curriculum Planning and Development, National Association of Secondary-School Principals.

Discussion Robert S. Hicks, District Superintendent, El Monte Union
Leader: High School, El Monte, California; President, California
 Association of Secondary-School Administrators.

JUNIOR COLLEGE SECTION

**Monday
 February 23
 2:30 P.M.
 Haddon Hall
 Garden Room**

Topic: **The Function of the Junior College in the School Program.**

Chairman: E. W. Montgomery, Superintendent of High Schools and President of Junior College, Phoenix, Arizona; Executive Committee, National Association of Secondary-School Principals.

Addresses: **THE TERMINAL EDUCATION PROGRAM IN THE JUNIOR COLLEGE.**

George E. Dotson, Director, Long Beach City College
 Long Beach, California.

THE ROLE OF THE PRIVATE JUNIOR COLLEGE.

Milton D. Proctor, President, Westbrook Junior College
 Portland, Maine.

EVALUATING THE 6-4-4 PLAN.

John W. Harbeson, Principal, Pasadena City College
 Pasadena, California.

Discussion Roosevelt Basler, Superintendent, Millburn Township
Leader: Schools, Millburn, New Jersey.

GENERAL SESSION

**Tuesday
 February 24
 2:30 P.M.
 Haddon Hall
 Vernon Room**

Topic: **The Principal as a Professional Leader.**

Chairman: Earle T. Hawkins, President, State Teachers College,
 Towson, Maryland; Executive Committee, National As-
 sociation of Secondary-School Principals.

Addresses: **DESIRABLE RELATIONSHIP BETWEEN THE SUPERINTENDENT
 AND THE PRINCIPAL.**

Chester W. Wood, Principal, Denfeld Senior High School
 Duluth, Minnesota; President, Minnesota Association of
 Secondary-School Principals.

STANDARDS FOR THE SECONDARY-SCHOOL PRINCIPALSHIP.

D. H. Eikenberry, Chairman, Department of Education
 Ohio State University, Columbus, Ohio; Chairman, Com-
 mittee on Educational and Experience Standards for
 Principals of Secondary Schools, National Association of
 Secondary-School Principals.

**PROBLEMS IN THE RECRUITMENT AND ADJUSTMENT OF
 TEACHERS.**

Curtis H. Threlkeld, Superintendent, South Orange-Ma-
 plewood Schools, Maplewood, New Jersey.

**GENERAL
SESSION**

**Tuesday
February 24
2:30 P.M.
Haddon Hall
Rutland Room**

Topic: **Public Relations for the Secondary School.**

Chairman: *W. E. Buckey*, Principal, Fairmont Senior High School, Fairmont, West Virginia; Second Vice President, National Association of Secondary-School Principals.

Addresses: **THE IMPORTANCE OF PUBLIC RELATIONS FOR THE SECONDARY SCHOOL.**

Louis H. Braun, Principal, East High School, Denver, Colorado.

HOW TO DEVELOP A PUBLIC RELATIONS PROGRAM FOR THE SECONDARY SCHOOL.

J. Harry Adams, Deputy Superintendent of Schools and Director of Secondary Education, Schenectady, New York.

THE PUBLIC RELATIONS PROGRAM IN ACTION.

Leslie W. Kindred, Professor of Secondary-School Administration and Supervision, Teachers College, Temple University, Philadelphia, Pennsylvania.

**GENERAL
SESSION**

**Tuesday
February 24
2:30 P.M.
Haddon Hall
Garden Room**

Topic: **Planning the Secondary-School Plant.**

Chairman: *Joseph B. Chaplin*, Principal, Bangor Senior High School, Bangor, Maine; Executive Committee, National Association of Secondary-School Principals.

Addresses: **SCHOOL-PLANT ESSENTIALS FOR A FUNCTIONAL PROGRAM.**
Ray L. Hamon, Chief, School Housing Section, Division of School Administration, United States Office of Education, Washington, D. C.

THE DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS (FOR DEPARTMENTS AND BUILDINGS).

John H. Herrick, Head, Survey Division, Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

COSTS AND FINANCING PROCEDURES.

William G. Eckles, Professor of Educational Administration, College of Education, University of Maryland, College Park, Maryland.

**BUSINESS MEETING FOR MEMBERS OF THE NATIONAL
ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS.**

Presiding: *Galen Jones*, Director, Division of Secondary Education, United States Office of Education, Washington, D. C.; President, National Association of Secondary-School Principals.

JOINT MEETINGS WITH THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

**Wednesday
February 25
2:30 P.M.
Haddon Hall
Vernon Room**

- Topic:* **Emerging Issues in Secondary Education.**
- Chairman:* **Charles B. Park**, Superintendent of Schools, Mount Pleasant, Michigan.
- Speakers:* **Galen Jones**, Director, Division of Secondary Education, United States Office of Education, Washington, D. C.; President, National Association of Secondary-School Principals.
Ernest O. Melby, Dean, School of Education, New York University, New York, New York.

Interrogators:

Lowell P. Goodrich, Superintendent of Schools, Milwaukee, Wisconsin.
Willard E. Goslin, Superintendent of Schools, Minneapolis, Minnesota.
Andrew P. Hill, Superintendent of Schools, Dearborn, Michigan.
James A. Lewis, Superintendent of Schools, Dearborn, Michigan.
Kenneth Oberholtzer, Superintendent of Schools, Denver, Colorado.
Benjamin Willis, Superintendent of Schools, Yonkers, New York.

Discussion from the floor

**Wednesday
February 25
2:30 P.M.
Haddon Hall
Rutland Room**

- Topic:* **Work Experience Programs.**
- Chairman:* **Terry Wickham**, Superintendent of Schools, Hamilton, Ohio.
- Speaker:* **Harold T. Dillon**, Director, Study on Work Experience in Secondary Education, National Child Labor Committee, New York, New York.

Interrogators:

Melvin G. Davis, Superintendent of Schools, Peoria, Illinois.
John G. Kirk, Director of Distributive Education, Philadelphia, Pennsylvania.
Jack M. Logan, Superintendent of Schools, Waterloo, Iowa.
Charles D. Lutz, Superintendent of Schools, Gary, Indiana.
F. L. Schlagle, Superintendent of Schools, Kansas City, Kansas.

Discussion from the floor

Association Business

FOR BUSINESS MEETING, February 24, 1948

Atlantic City, New Jersey

THE Planning Committee and the Executive Committee of the National Association of Secondary-School Principals have made extensive studies of the present and proposed professional program of the Association in relation to the present and probable costs in making effective such professional program. Costs of operation, especially printing, paper, and engraving, have increased approximately 67 per cent. No other similar national educational association, considering the present influential and significant place our association occupies among national educational associations, has membership dues so low. Nearly all national educational associations have been compelled on account of rising costs to increase their membership rates or are planning to make such changes during the next year.

It is proposed that revised sections and new SECTION 7 of ARTICLE III—*Membership*—be adopted at the annual winter convention, February 21-25, 1948, Atlantic City, New Jersey, as here stated, such membership rates to be effective January 1, 1949.

THEREFORE, the Executive Committee recommends that the Constitution, as it applies to membership, be amended as recorded in the following sections of ARTICLE III—*Membership*.—THE EXECUTIVE COMMITTEE.

Section 1. The membership of the National Association of Secondary-School Principals shall consist of four classes: active, associate, institutional, and life membership. (Provision made for life membership.)

Section 2. All individuals shall be eligible to active membership who are engaged in administering supervision or teaching secondary education upon payment of the annual fee of \$5.00 to the executive secretary. (Annual fee changed from \$3.00 to \$5.00).

Section 3. Members of state organizations of secondary-school principals shall be eligible to active membership in the National Association of Secondary-School Principals by the payment of the annual fee of \$3.00. (Annual fee obtained from state secondary-school principals' associations changed from \$2.00 to \$3.00).

Section 4. All other persons interested in secondary education shall be eligible to associate membership upon payment of the annual fee of \$5.00 to the executive secretary. (Annual fee changed from \$3.00 to \$5.00.)

Section 5. (No change in present section.)

Section 6. Institutional membership shall be open to all secondary schools and libraries and other educational institutions. The annual dues of \$8.00 shall be paid by the educational institution. If institutional membership is obtained through a state secondary-school principals' association, it shall be \$6.00 per year. The principal of a member school shall be credited with a personal participating membership and shall receive all benefits and privileges pertaining thereto. The school library shall receive duplicate copies of all proceedings, bulletins, reports, special reports of the National Honor Society, and a subscription to STUDENT LIFE. The school may also designate a teacher representative who shall receive delegate privileges, including convention registration fee at the annual conventions of the Association. (Annual fee changed from \$5.00 to \$8.00. Fee through state principals' organization changed from \$5.00 to \$6.00.)

Section 7. Any individual eligible to active or associate membership in the National Association of Secondary-School Principals shall have life membership upon payment of the life membership fee of \$100.00 to the executive secretary. (A new section.)

Begin the Year 1948

by enlisting other administrators in your school to enroll as members of the professional organization of secondary-school administration. Many of our members tell us they would not be without the issues of **THE BULLETIN**, which they receive as a part of their membership. They believe it is a good practice to have membership for their libraries also, so that a reference copy of **THE BULLETIN** is available for all the staff.

..... I enclose \$3 for annual Individual Membership. This includes **THE BULLETIN**, issued monthly from October through May, and all privileges of the National Association of Secondary-School Principals.

..... I enclose \$5 for annual Institutional Membership. This enrolls the school and includes two copies each month (October-May) of **THE BULLETIN**, two copies of **STUDENT LIFE** (October-May), and one copy of all special publications and reports. One copy of each publication will be mailed to the School Library.

Name

Position

Address

(If home address, please so indicate)

PLEASE CHECK ONE:

Begin with January, 1948, issue.....; February, 1948, issue.....

PUBLIC RELATIONS
in
Secondary Schools

Prepared for

THE NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS

UNDER THE DIRECTION OF
LESLIE W. KINDRED

*Professor of Secondary-School Administration
and Supervision*

Teachers College, Temple University
Philadelphia, Pennsylvania

Foreword

AN effective program of public relations has become a significant factor in the administration of our secondary schools. For some time, we have felt the growing interest of school administrators in a practical way of interpreting the aims and purposes of education to many people.

Leslie W. Kindred, Professor of Secondary-School Administration and Supervision, Teachers College, Temple University, Philadelphia, Pennsylvania, a leader and authority on public relations in education, was invited to plan and develop this special issue of *THE BULLETIN*. Authors of the articles on certain aspects of the public relations program were selected as a result of a careful inquiry among educators in all parts of the country. Those who were recommended were invited to write on some phase of public relations in which they had done outstanding work.

To all who had a part in the preparation of the articles in this publication, and particularly to Professor Kindred who carried the heavy responsibility of planning the publication, selecting the authors, and reviewing all the material, we express our appreciation. This survey is a greatly needed and timely contribution to secondary education.

PAUL E. ELICKER

*Executive Secretary, National Association of
Secondary-School Principals*

Introduction

THE field of public relations in education had its beginning less than a quarter of a century ago. It came into formal existence with the publication of Arthur B. Mochlman's book entitled *Public School Relations*. This pioneer volume came off the press in 1927 and immediately opened a new area of administrative activity. Prior to that time sporadic efforts had been made by a number of individuals to emphasize the importance of interpreting the schools to the public through the medium of the press. As commendable as these efforts were, they dealt almost exclusively with a narrow segment of the public relations field and failed to take into account the many problems involved in this phase of administration.

With the onslaught of the depression years and a public clamor for reductions in educational expenditures, interest in school and community relations grew rapidly. Boards of education and superintendents searched for means with which to check the flow of sentiment for lower taxes and the elimination of instructional *fads and frills*. But their efforts were not too successful. A number of subjects was dropped from the curriculum, budgets were crippled, and legislatures passed laws placing limitations upon the amount of millage that could be levied.

Schoolmen wondered at the time why parents and taxpayers did not come to the defense of education and offset the influence of the special-interest groups who spearheaded the attack against the schools. They forgot that seldom, if ever before, had they gone to the public with their problems or asked them to share responsibility for instructional policies and programs. The people were not only uninformed about the schools and what they stood for in American life, but the teachers also found it difficult to answer simple, factual questions about the operation of the very systems in which they taught. It was natural for the public to favor an economy program.

The return to better social and economic conditions brought with it an acute awareness on the part of many educational leaders that the public must be taken into the confidence of the schools and honestly informed with regard to their purposes, programs, and problems. These school leaders realized that people could not be expected to support an institution they knew little about or to stand behind instructional policies that were foreign to their thinking. To bridge the gap between the school and the community,

several large cities employed specialists in public relations; annual reports, special booklets, and home-contact bulletins were issued in pictorial form to tell a simple and dramatic story of the school at work; lay advisory committees were created for the discussion of proposed policies; systematic attention was given to comprehensive news coverage; speakers' bureaus mushroomed into existence; exhibits of school work and open-house programs became annual events on school calendars; student activities were re-appraised for their publicity value; and a wide variety of *media* and techniques was developed to acquaint the public with the schools.

This evolving program in public relations has now come to occupy a significant place in the administration of our secondary schools. The evidence is apparent in the collection of articles comprising this publication. Starting with the fundamental considerations underlying the organization of a sound and systematic program of social interpretation, the authors describe in practical terms how schools may develop better relations with the community and utilize to an advantage the facilities available for influencing public opinion. Each author, with few exceptions, was selected as the result of a careful inquiry among educators in all parts of the country. They were asked to list the names of individuals in their state or region who were doing an outstanding piece of work in public relations and to specify exactly what they were doing. On the basis of the recommendations received, invitations were extended to the individuals whose stories appear on the following pages.

It is sincerely hoped that principals of secondary schools, who wish to develop public relations programs or to improve upon those now in operation, will find many constructive suggestions in this issue of THE BULLETIN.

LESLIE W. KINDRED

Professor of Secondary-School Administration and Supervision, Teachers College, Division of Secondary Education, Temple University, Philadelphia, Pennsylvania.

The Bulletin

OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

A Department of Secondary Education of the
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Volume 32

FEBRUARY, 1948

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Public Relations in Secondary Schools

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THE CONTENTS OF THIS BULLETIN ARE LISTED IN EDUCATION DIGEST

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

PAUL E. ELICKER, Executive Secretary

PAUL E. ELICKER, Editor,

WALTER E. HESS, Managing Editor

1201 Sixteenth Street, N. W., Washington 6, D. C.

The Need for Public Relations

JAMES A. VAN ZWOLL

*Assistant Professor of Education,
State University of Iowa, Iowa City*

SCHOOLS have the responsibility of serving the people of the local school district (1) through a constant orientation of institutional activities to the particular problems and needs of the community and (2) through a continuous program of information which will interpret the school and its activities to the people. This dual activity is school public relations or social interpretation.¹

All school employees—teachers, principals, superintendents, custodians, clerks, and others—as well as all members of the community, share in the responsibility (1) for making the public schools responsive to the community needs and (2) for assuring the schools of the understanding which serves as the foundation for a strong popular sentiment upon which the schools are dependent. The nature of the popular sentiment determines to a large extent the degree of financial support which the schools receive.

PUBLIC RELATIONS ACTIVITIES

A public relations activity for the schools is frequently looked upon as similar to the public relations activities carried on by commercial and industrial interests. Various public relations activities put into effect by commercial and industrial interests have proved highly profitable. Press agency, publicity, and public relations counselor activities are generally employed by the private interest groups.

Irrespective of the rolled-sleeves and tieless nature of press agency, of the well-dressed man-about-town appearance of the public relations counselor's activities, or of the intermediate state of the publicity activity, all of these activities proceed primarily *from the agent and for the promulgation of a specific product or cause.*

¹For a thorough presentation of the two-way, social interpretive concept of school-community public relations, see Arthur B. Moehlman, *Social Interpretation*. New York: D. Appleton-Century Co. 1938.

School public relations must not be confused with any of the foregoing activities. The narrow-concept designation of *public relations* is used because there is consciousness that a clearly defined broader-concept activity is limited. School public relations may involve use of the techniques employed by nonpublic interest groups. However, these techniques are only aspects of the much wider total school public relations problem.

School public relations must be an interpretive activity. Social interpretation of the school and of the community seeks first of all the *social will of the people*. Conceptually, the promotion of institutions or of other means for the expression of the social will of the people is wholly incidental and of a secondary nature.

THE SCHOOL AND THE FUNCTIONS OF PUBLIC EDUCATION

The public schools are agencies of a unit of government—the state—and are directly responsible to the school district which is a creation of the state. Because the school operates as an agency of government, because that government is conceptually consonant with the principles of a democratic society, and because the schools themselves have evolved in the American social structure as a partnership enterprise which is carried on by the parents and by the state, the schools and the activities carried on therein are constantly subject to public review. Support for the school and its program are the immediate outcomes of positive appraisal by the people. Indifference to the school and its program or active rejection thereof are expressions of negative appraisal by the people. Intelligent judgments can be made by the people only to the extent to which the people have been completely and effectively informed.

The school is an institution within the total pattern of community, state, and national life. As such an institution, the school has a responsibility with respect to the entire social pattern. The responsibilities of the school may be summed up in terms of the purposes of public education which are: (1) *conservation* through the transmission of those things which have been developed through the cumulative experiences of others and which have proved acceptable and desirable until something better is evolved; (2) *improvement* of the elements in our cultural heritage in a search for progress toward concepts of the ideal; (3) together with and inherent in conservation and improvement of the culture, *harmonization* of the individual to the society of which he is a part and in relationship to which he must find himself; and (4) *development* of a world view in terms of the inseparable-

ness of the individual's problems from those of the world at large and the need for participating in the solution of those problems.

If the school is to operate in terms of the major purposes which it is to serve, the school must be in practice what it is in theory, a dynamic institution of and within an ever-changing society. The dynamic aspect of the school receives expression through the exercise of the institution's responsibility for leadership and through its responsiveness to the community of which it is a part.

The leadership exercised by school personnel is that of participation in community affairs in terms of the particular competencies of these personnel. Thus, different levels of competency will connote varying degrees of participation. A high degree of participation will be regarded, in terms of present-day terminology, as leadership.

Just as participation on the level of competency is something for which it is necessary to work, so also responsiveness to the community comes only as the result of real work. It takes considerable directed effort to bring about a responsiveness which takes into account the particular educational needs of a community and which meets those needs by curricular and physical provisions of program and plant. Nevertheless, the school may be assured that it is operating functionally only as it does actually operate as a part of the total community life, a life which now reaches out into all the world and which is affected by the ills and by the well-being of the world.

Only the school which is operating functionally, in terms of its relationship to the entire social structure, has a right to public support. There is no sound reason why the public should support a school which is withdrawn from the realities of everyday living, which seeks the rarified air of segregation from matters mundane, which is and which provides an escape from life, and which thus departs from the organic relationship to society which is the school's chief reason for being.

During the school's continuous orientation to the specific problems and needs of the community of which it is a part, it is also desirable and necessary that the people be made and kept aware of the fact that their schools are vitally involved in their everyday problems and in their very lives. People cannot be held responsible for their opinions or for the votes whereby those opinions are expressed unless they have been thoroughly informed. A completely honest and continuous program of information regarding the schools is the means by which an intelligent public opinion may be developed.

POPULAR RESPONSIBILITY

Responsibility for the schools and for the educational process which is carried on in the schools cannot be wholly delegated any more than responsibility for government can. In a democratic society, responsibility for public education, just as responsibility for government, resides in the people. The responsibility remains with the people even though the mechanics through which that responsibility is effectuated does involve the delegation of broad policy-making, executive, and appraisal powers to the local board of education. In government, broad legislative, executive, and judicial powers are delegated to varying agents of government.

Thus the people in a democratic society have resting upon them the obligation to make their social institutions the sort of institutions which they want them to be. This obligation on the part of all the people connotes understanding and appreciation of the need for and the potential value of education.

Genuine appreciation and understanding do not well forth from a vacuum. Eventually and ultimately, both appreciation and understanding can grow and flourish only in terms of a purposeful activity wherein the people seek to imbue their institutions with their ideals and aspirations while they also familiarize themselves with the worth of their institutions as they are. It is doubtful that real understanding, appreciation, and the will and power to make a worth-while contribution can develop unless the people—the adult population—participate in the operation of their public institutions. Such participation is itself the best of mediums for a vital school public relations or interpretive activity.

If the school provides no opportunity for participation by adults, the people within the school district may well take such stock as they can of their needs and of their problems. They may well take these matters to the schools, make issues of them, and forcefully confront the schools with their deficiencies and lack of functionality in terms of the local situation.

Through their election of representatives to serve as members of the local school board, the people of a school district are in a position to make effective their desires and their demands with respect to a school program beyond the minimums established as mandatory by state law.

EMPLOYEE OBLIGATIONS

However, frequently the people are not of themselves sufficiently conscious of their own needs, problems, or powers to act. And responsibility does not rest solely with the people or even with their immediate representa-

tives to whom they have delegated certain powers. Responsibility for an effectively operating, dynamic school also rests with the professional agents who are employed by the local board of education to execute the policies adopted by that body.

The education of teachers, principals, and superintendents has in many instances become so broad and thorough during the past two decades that it is wholly justifiable for these executive agents of the board of education to assume roles of leadership with respect to the educational aspects of the community's life. Their preparation, their employment, and their legal status in the community impose upon professional school employees responsibilities which are as clearcut as those of the people as a whole and which assume additional weight and significance by reason of their specialized professional qualifications.

Teachers share with all employees of the board of education the obligation of loyalty to the principles of democratic public education. In addition to such loyalty, teachers, principals, superintendents, custodians, and clerks are *a part* of the community's instructional program. The employment of each agent, irrespective of his specific activity, is justified only in so far as he makes a positive and significant contribution toward assuring the success of the instructional program.

In the capacity of a facilitating agent with respect to the instructional activity, each employee of the board of education is in an excellent position to make judgments as to what seems good and what seems not good within the educational system. As an employee and as a member of the community, each of the agents of the board of education has a specific obligation to bring his appraisals to bear upon the situation so that the schools may better serve their social purposes.

The public relations responsibilities of the school employee are basically the same as those of the public. As both a member of the community and a school employee, each has the unequivocal obligation to interpret the schools to the community. His position with the schools places him in a particularly advantageous position with respect to this phase of a school public relations program. However, in his generalized contacts with the community, the school employee also finds himself in a position which enables him to serve as the agent of the community. In this capacity, the school employee serves to bring to the attention of the school authorities the attitudes, opinions, problems, and needs of the community as these factors come to his attention.

Implicit in the concept of employee obligation is the need to provide organization through which the employees are made conversant with the facts which pertain to institutional operation and through which employee suggestions and recommendations may be guaranteed consideration. Unless such organization is provided, the school employee—whether professional or nonprofessional—is subject to misapprehension of the facts. The school employee who is not conversant with the facts may do harm and certainly does good only by chance when he seeks to interpret the school to the community.

The point of view developed is that *all* members of the community are responsible for the educational program of the community and for being informed with respect to that program. Further, this point of view represents all members of the community as responsible for participation in the educational program of the community.

Participation will take place on different levels of competency which will vary with the individual. A high degree of competency with corollary participation may be considered to express itself as leadership. Lesser degrees of participation resulting from lower competencies will be expressed through co-operative endeavor. School public relations which take place in terms of this concept of the responsibility and of the participation of *all* must succeed in its objective, an objective of increasingly better accommodation of the social will of the people. Better institutions of education, adequately supported by an intelligently operating public opinion which has its basis in fact, will be one means for the expression of the social will of the people.

KNOWLEDGE, GOVERNMENT, AND EDUCATION

The school, as any public social institution within a government which holds to rule *of* and *for* the people *by* the people, is committed to the statement drawn up in the famous Ordinance of 1787 which declared that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Knowledge—knowledge for the citizen of tomorrow, and also knowledge for the citizen of today—is the key to democratic government. Where government is by the people, all the people must have the requisite knowledge if government *by*, *of*, and *for* the people is to be good. Schools and the means of education were early recognized as the vehicle by which the

people of a self-governing country might be assured the essential requirement of knowledge.

Government and education are concomitants. The type of government, whether pluralistic or totalitarian, has immediate implications for the educational institution which invariably serves to promote the interests of the government of which it is a part or to which it is subordinate.

It is necessary that it be generally recognized that in a democracy, government is of the people and that the education function is a function of government just as are the other functions known as legislative, executive, and judicial. In a democracy, interest in government connotes interest also in education, and responsibility for government connotes also responsibility for education.

Interest and responsibility can be expressed only in terms of knowledge. Attainment of knowledge requires that an informational program be effective either formally or informally. Yet, logical as these steps seem, even among superintendents there is no genuine agreement either as to the specific need for a school-community interpretive program or as to the manner in which a program of school public relations ought to operate.

OPINION VARIATIONS

Attitudes of school administrators vary so widely as to represent two poles of opinion. At one pole is the assumption that there is no need for a program of school public relations. At the other pole is the keen awareness of the urgency that understanding be established between the community and the schools.

Among school administrators who recognize the need for a school-community interpretive activity, there is again wide variation of opinion as to the manner in which such an activity should operate. One pole of opinion is that all public relations matters shall clear through the office of a public relations manager. This manager acts as a watchdog over all releases in which schools or school activities are pictured or reported. He serves as a censor who assures the schools that only those items which reflect favorably upon the schools will be published. Another pole of opinion is that all public relations matters should be handled in completely informal fashion, without formal organization of a school public relations activity. This formal public relations activity operates through the informal contacts of school personnel, chiefly the superintendent. The effective informal contacts are considered to be those made at the various luncheon clubs where a word to the *right party* tends to assuage. The influence of the people met infor-

mally is then considered to be sufficient to enable the schools to weather criticisms.

The very extremes of opinion both as to the need for a school-community public relations program and as to the manner in which such a program is to operate are indicative of the need for an interpretive activity. The variance between the solutions sought also postulates philosophies which may be clearly defined in the superintendent's mind but which seem more likely to be only vaguely formulated in terms of experiences which have influenced the adoption of expedients.

All public relations activities involving public institutions must stem out of and be oriented to the basic philosophy of the particular society involved. This means that in a democratic society all considerations with respect to a school-community program of public relations must of necessity be in terms of democratic concepts and principles of operation. Both the need for and the warrantability of a school-community interpretive program are products of a democratic social philosophy. Thus too, the public relations program must bear the earmarks of that same democratic philosophy. Absence of these earmarks suggests the presence of foreign and possibly hostile elements in a program which is not in full accord with the principles of democratic operation.

The school public relations program is justified in part by the recognition of the need for having a well-informed public. The school public relations program is justified further in so far as it is a part of a democratic means of institutional operations. Without the employment of democratic means of operation, the public institution must fall short of the social purposes which alone warrant its existence.

Participation of all members of the community, together with all agents of the board of education, in the activities and in an appraisal of the schools is a democratic activity. Out of such an activity will come the growth of knowledge about both the community and the school. From an increased knowledge gained through participation will come a modification of the schools so that they may serve better the people of the community. Better service by the schools will tend to make the schools an *integral* part of community life as is functionally the case with noninstitutionalized education.

THE NEED FOR SCHOOL-COMMUNITY PUBLIC RELATIONS

The school within a democratic society must operate in terms of the principles which govern that society. Democratic principles of operation require (1) participation by the people, (2) an expression of approval or dis-

approval by the people, and (3) modification of institutional practice in terms of the expressed wishes of an intelligently informed people.

School public relations are needed first of all to assure the general public and the teaching profession that the schools are the truly social institutions which they must be if they are to justify their existence. School public relations are needed to bring to light the bright spots and also the blind spots of public education. Combined, these two are needed to present the balanced picture which calls both for appreciation and for continued effort to improve. School public relations are needed to provide the means for developing public confidence and moral support.

Out of the satisfaction of these needs for school-community public relations, there is an inescapable by-product or concomitant. This by-product is the financial support which is necessary if the schools are to operate in accord with their basic purposes as essential and effective social institutions. Efforts to obtain the by-product without regard for the basic and greater values of the chief products are wasteful, fundamentally unsound, and destined to failure as a long-term procedure.

Where financial support is the by-product of operating in accordance with the principles of a democratic society, prime emphasis should be on the development of a social consciousness and of a social sense of obligation with respect to democratic principles of operation. The development of such a social consciousness is the task of a school-community public relations or interpretive program. And, the accomplishment of this task of school-community public relations or social interpretation will satisfy the needs for a program of two-way school-community relationships which will assure the community of good schools and the schools of a support which has as its foundation the rational approach of a well-informed public.

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Keeping Faith With the People

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THE secondary-school movement in the United States has reached a critical juncture. Leaders must now form decisions which may determine the further growth or the rapid dissolution of the trend toward high-school education for all youth. Innumerable events in the larger community and world scenes give evidence of the nature and seriousness of the problems which threaten democracy. America appears to be the only power able to save freedom either for herself or for the world. The people have placed their faith in the schools to win and safeguard freedom anew with each generation. *An implication is that American education must genuinely implement the processes of freedom or be damned for perfidy.*

The secondary schools represent public faith in education for all youth as a dynamic social process to safeguard and extend the ways of democracy. Yet most of today's secondary schools bear considerable resemblance to the traditional, academic, backward-looking institutions of thirty years ago.¹ A functional relation between the present program and life in the modern world is difficult to discern. Administrative reorganization and a forward-looking curriculum to meet youth needs in a free society are today's imperatives. Anything short of this might conceivably be deemed a breach of faith with the American public. But what direction may secondary education take to achieve the dynamic social purposes of our troubled society?

Our theme is that much of the secondary-schools' program is inadequate and obsolete today in a time of world social unrest; that freedom² is the real issue; that education must actively enter the struggle to save freedom; and that, in order to implement fully the democratic processes which are the hope of freedom, secondary education must be reorganized and revitalized. This theme is concerned with school public relations in the functional sense. The public will

¹Spitznas, James E., "The Core Curriculum: Form or Process," *The School Review*, LV: 516-517, November 1947.

approve and support a program of secondary education to implement social purposes on which there is common agreement; *i.e.*, the survival of democratic values.

This is the background against which the problem of public relations must be considered. The writer holds a conviction that good public relations is inseparable from a dynamic program of education which will have significance and meaning in the public mind. What the secondary schools mean in public thinking depends upon the impact of their program upon social consciousness. Good public relations must be a result of the interaction of school and community with the school as an organic part of the societal structure. From this viewpoint, the problem of what the secondary schools represent in the public mind forces consideration of the basic expectations of democracy in education. Let us examine implications for the secondary schools of a program which might strengthen democratic values. If anything is clear, it is that the secondary schools should represent the purposes of democracy in the public mind.

THE SECONDARY SCHOOLS SHOULD REPRESENT THE PURPOSES OF DEMOCRACY
IN THE PUBLIC MIND

If the purposes of democracy are to be associated in public thinking with the secondary schools, reorganization must be undertaken actually to bring the basic philosophy, curriculum, and administration of the schools into harmony with these concepts. Several steps to attain harmony of purposes as between school and society will be suggested. The list is by no means exhaustive and is intended only to indicate several points of attack.

A general education core for all youth must be devised which is scientific, current, contemporaneous, related to personal and social needs, functional, alive, interesting, challenging, and forward-looking. The method used to develop a sound program of general education must be democratic, co-operative, interactive, resourceful, imaginative, scientific, and creative. These are the characteristics of general education for modern, democratic living.² Emphasis in the core must be on youth needs in a free society and will cut across all subject matter lines and concepts. Here one will encounter many of the fears, doubts, and philosophical objections of a profession which has found a kind of security in academic isolationism. But there is a method that can overcome objections; *i.e.*, the democratic method. Secondary-school people must learn to practice this method if the inherent values in it are to be passed along to youth. A movement toward general education in the secondary field has been under way

²Stratemyer, Forkner, McKim. *Developing a Curriculum for Modern Living*. New York: Bureau of Publications, Teachers College, Columbia University. 1947. Chap. I, pp. 1-22.

for some time. It offers great hope for a revitalized curriculum. A few hundred schools and colleges have courageously tried to contribute to this important experimental trend. The aim is to breathe new life into the secondary-school curriculum. Through the demands of public opinion, the champions of authority and formalism may now be forced to vantage points of higher social visibility. Memoriter methods and the tight compartmentalization of narrow subject matter must give way to the newer scientific knowledge of the organismic nature of learning. General education, founded on the twin imperative of human needs and social necessity, offers great hope for teachers with perseverance, intelligence, and courage. Much has been done already to blaze the trails in general education.³ Rational thought and the findings of research can be the guide signs but there are no blueprints, no easy, logical, or chronological charts for this movement. Only the thunder of the high waves of human destiny breaking upon the shoals of social disaster throughout the world warns that men must act while time and choice remain.

General education deals with the life of today and tomorrow. Some of the questions teachers, administrators, and supervisors must answer in formulating a program of general education are:

- a. What should be the nature of general education?
- b. How may general education correlate with special education?
- c. What methods and practices will facilitate general education?
- d. For whom is general education to be offered?
- e. What changes in school organization and administration are necessary for general education?
- f. What shall be the content of general education?
- g. What are the aims of general education?
- h. By what criteria shall general education be evaluated?
- i. How many traditionally subject matter trained teachers become teachers of general education?
- j. What part may the public be expected to play in the movement to rebuild the schools' curriculum for general education?
- k. What is the relation of general education to the survival of freedom?⁴

Specialized education in the secondary schools must be defined and offered in the curriculum in terms of purposes. The relation of special education

³Educational Policies Commission. *Education for All American Youth*. Washington, D.C. National Education Association, 1944. See also *Planning for American Youth* and *The Imperative Needs for Youth of Secondary-School Age* published by the National Association of Secondary-School Principals, a department of the NEA.

⁴Koopman, G. Robert. "The Special Significance of General Education in 1948." An address, Syracuse, New York, December 1947. Proceedings of the New York State Secondary-School Principals Association, 1947.

to general education must be clearly established.⁸ The function of special education for the divergent needs of youth and of general education for their common needs should be established in terms of specific courses, time elements, program balance, and methods of procedure. The movement toward general education implies the opportunity for establishing sharply higher quality and more intensive specialization in the special subject fields. Specialized courses should always be elective and, to a degree, selective in that they are designed to improve understandings, techniques, and skills in relatively narrow fields for which the student may be assumed to have predisposition or aptitude. In some cases, specialized education will be exploratory; in others, preparatory. In either case, it is in the specialized fields that teachers may find justification for *scholastic achievement standards* of a high order.

The general education movement, far from undermining specialized fields, lends new importance to the functions of special education. The confusion which has surrounded the functions of special education stems largely from the fact that so many specialized courses have been mandated in one form or another. Requiring *all* pupils to take specialized courses in languages or higher mathematics, as examples, for which many of them have no desire, interest, or aptitude, has forced scholastic achievement downward in terms of quality. This practice has also perhaps caused millions of pupils to drop out of secondary schools. Give special education its proper emphasis and elective position in balance with general education, and a more intelligent use of specialization becomes possible. Faculty groups must decide what are the elements of special education which should be offered on an elective and selective basis. In this process, special and general education will be found to overlap at nearly all points of the curriculum. This is as it should be since the distinction between the two areas must always be a flexible one and is intended only to guide thinking as to *common* and *divergent* needs.

In-service education of teachers, supervisors, and administrators in the areas of youth needs and social imperatives must become an extensive, continuous, budget-item program in the secondary schools. There appear to be no other practical means for the development of the social consciousness, understanding of youth needs, and the *desire* of teachers to build a functional curriculum. To be effective, the design for such a curriculum must grow out of teacher-supervisor-administrator group studies and planning thoroughly democratic in nature. The problem of general education should probably be the central and foremost consideration of in-service education since it appears to represent the

⁸Report of the Harvard Committee, *General Education in a Free Society*, Cambridge, Mass.: Harvard University Press, 1945. Chap. II, pp. 51-58.

most promising possibility of our time looking toward a functional curriculum dealing with the recognized common needs of youth and society. The school should provide the time and rewards necessary to an in-service program of continuous development. Secondary schools cannot wait for a new generation of teachers trained in the meanings and methods of general education. But secondary-school associations should urge teachers' colleges and universities to join now in recognition of the problem and formulation of pre-service education programs which will contribute to similar purposes.

Mandated and required subjects in the secondary curriculum must be democratically reconsidered in the light of youth needs and social imperatives. The role of local autonomy in determining the educational program must be brought into focus. Study of the democratic function in education leads inevitably to the conclusion that nothing of a curricular nature imposed from above is likely to become functional. This seems to apply across the board to the mandates of state legislatures, city councils, boards of education, administrators, supervisors, and teachers. A program which does not find its foundations in the thought and work of the persons directly affected by it cannot by nature be effective in democratic processes since it is essentially authoritarian and dogmatic.

The best thing to do with curriculum mandates is to eliminate them if possible. Failing this, creative leadership will find the means of effective action to a considerable degree even within the generally loose prescription of mandates. Social action must often, if not always, precede and foreshadow changes in law. All curriculum mandates tend to freeze content and practice. The same may be said for Carnegie units, symbolistic marking, compartmentalized learning, chronological subject matter organization, regimental time schedules, the incessant bells, and other mechanized procedures which tend to become crystallized to negate effectually the finest efforts to bring learning into relation with the nature of the human organism.⁶ This is not to say that the baby must be thrown out with the bath but that administrative procedures should be utilized to bring flexibility into the curriculum, not to petrify it.

School administration must be democratized through teacher-pupil-lay participation in planning, executing, and evaluating the program in secondary education. Policies, rules, school government, community relations, schedules, activities, courses, guidance, expenditures, methods, practices, and curriculum content must become problems for democratic group consideration and action. Participation in planning by all or representatives of all persons affected by the

⁶Miel, Alice. *Changing the Curriculum*. New York: Appleton-Century Co. 1946. Pp. 1-15.

schools' program should become the general practice in school administration in a democracy.⁷ Freedom cannot be preserved by totalitarian methods. Participation by teachers, pupils, and interested citizens in educational planning does not imply that administrators need to surrender their legal authority or ultimate responsibility in any sense. It does mean that the administrators must act as well as talk as if they believe in democratic processes. The same may be said for the execution of plans and evaluation of outcomes. This is the way to make professionals of teachers. If teachers are forced to operate on the basis of hand-me-down plans and orders, they function merely as technicians. When the plans are formulated through co-operative group action, the responsibility of teachers for their successful execution becomes personal and professional. Initiative, resourcefulness, and creativeness are not encouraged by following blueprints. These qualities, so essential in the good teacher, can be encouraged and developed through democratic procedures. The inclusion of lay persons in educational planning will be found to pay high dividends in the development of functional school programs. Lay participation does much to extend the understanding of school people in the matter of gearing the curriculum to community needs, not to mention the public relations value of this practice. Secondary-school pupils can make the tremendous contribution of direct testimony concerning their interests and needs through having a part in educational planning and evaluation. All participants in this process of planning and working together may be expected to improve their own understandings and techniques in making democracy work, which is the ultimate aim. Far from depriving the legally responsible administrators of their prerogatives, democratic procedures should greatly enrich the schools' program and give the administrators a more realistic sense of direction than any other method.

AGREEMENTS NEEDED FOR A PROGRAM OF PUBLIC RELATIONS

The needs of youth and the social imperatives of our time indicate the demand for reorganization of the secondary schools. This challenge represents the expectation of the people that secondary education shall strongly implement democratic processes. Good public relations in the functional sense are dependent upon dynamic program development.

The public at present seems very confused about the secondary-schools program. The confusion, moreover, reflects the disagreement among educators concerning the issues in this field. In general, secondary-school people seem to have reached no clear-cut agreements as to what they believe. A policy of drift

⁷Nelson, Lester M. "How May a Secondary School Be Administered Democratically." An address, Proceedings of the New York State Secondary-School Principals Association, Syracuse, New York, December 1947.

has characterized secondary education for a number of years.⁸ Now the condition of society seems destined to bring action which may mean either the further growth of the secondary-school movement or its possible eclipse by other agencies. We must not forget that the public has the power to defend and promote institutions or to discard them. The secondary schools may expect public support to the extent that society's purposes are served. What the secondary schools need now is agreement on the basic principles for which they stand and a strong program to carry these ideas into public thinking.

Several possibilities for reorganization of the secondary schools along functional lines have been presented. With reorganization, to whatever extent it is undertaken, should come agreement as to what secondary-school people believe the school should stand for in the public mind. Only through such agreements may we hope to clarify the present confusion in public thinking on this problem and secure solid support. In conclusion, three concepts consistent with functional reorganization are suggested as the bases for agreements on an all-out public relations program:

1. The secondary schools stand for the preservation and improvement of the democratic way of living.
2. The secondary schools stand for general education to meet the common needs of all youth in a free society.
3. The secondary schools stand for specialized education to develop the individual abilities of each youth in accordance with his or her capacities.

Bringing these concepts to life in terms of a dynamically reorganized secondary-school's program will go far toward providing the realistic foundation necessary to good relations. Keeping faith with the people in their expectation that education will strongly implement democratic processes is the major obligation of the secondary schools.

⁸Alberty, Harold. *Reorganizing the Secondary School Curriculum*. New York: The Macmillan Co. 1947. Chap. I, II, III, pp. 3-57.

The People Speak

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WHAT does the layman think of the American public school system? What does he expect from the schools and from what sources does he get information about them? What are the major problems which he feels the school must meet and how would he as a teacher attempt to meet them? In which aspects of the school program is he most interested? What procedures does he as a layman recommend as possible means to solve school problems?

Important questions in any good public school relations program? Indeed they are! Yet have teachers and administrators found the answers? Have attempts been made to analyze individual communities from all possible angles, from the wrong side of the tracks to Nob Hill? Have all possible sources of information available been used in an attempt to make the school a more functional agency of community life? *Have the people in each community been asked what they think of the schools and what they want for their children?*

Public education is, to be sure, a big business, a complicated business, but is nevertheless a business which to be effective must be built upon a solid foundation of public understanding. It would be senseless to attempt to enlist an army or fight a war without a public knowledge of the reasons for that war and the possible benefits which accompany victory. Yet professional educators and teachers are fighting a war in education today while making only minimum salutary efforts to attain the level of public understanding necessary to fire the first gun. Education is today, more than ever before in history, the people's business!

TECHNIQUES FOR GETTING PUBLIC OPINION

Can professionals in the field of education hurdle the wall of *nonrapport* which exists between them and the general public and look at the entire field of education from the other side of that wall? Through what procedures can teachers and administrators lay aside the years of training and experience which provide professional status and which make genuine rapport difficult?

There are several possible ways:

1. *Develop an ability to listen.* Many positive suggestions for school improvement come to the teacher or administrator as he listens to the parent or citizen expound grievances and make suggestions. An analysis of these complaints and suggestions over a period of time will provide an invaluable guide to the "sore spots" of public opinion in a community. Such an analysis will provide, as well, a nucleus of positive suggestions around which the administrator can build a program of adaptation and improvement based upon expressed community need.
2. *Provide a channel through which complaints and suggestions can be made.* A former navy officer recently said that in his work in the navy the single most helpful device he had discovered to maintain rapport and to improve conditions and working relationships was a regularly scheduled "gripe" session in which complaints could be aired and suggestions made. Removing many of the restrictions which make it difficult for an interested parent to see the administrator in his office will certainly help. Eliminating, too, some of the characteristics of an inquisition in reaching that same administrator on the telephone through secretaries who ask who is calling, the nature of the call, the group represented, and other inane questions opens the road to community contacts.
3. *Provide time in the regular school day for teachers to receive visitors from the community and to visit homes and other agencies in the community.* Encourage these visits with every means available and follow them up to discover school inadequacies.
4. *Sponsor community discussions on school problems in which laymen, students, teachers, and administrators participate.* The panel discussion in which a part of the period is devoted to audience participation can be a genuine diagnostic procedure.
5. *Make the meetings of the board of education to which the public and press are invited the real meetings of the board, not just the time and place where policies determined previously in closed meetings are formally voted upon.* The board and the administration that conceal motives and working relationships from their electorate can make no successful bid for genuine public understanding.
6. *Characterize the entire public relations program with honesty and sincerity.* Present both the favorable and unfavorable aspects of the school program. It is only as inadequacies are seen and understood that the need for adaptations and improvements will be felt. The Pollyanna technique of public

relations may provide fewer bumps for a time but inevitably leads to a static school program and to community revolution in which school heads fall.

7. *Make positive attempts to contact representative citizens in your school service area at periodic intervals.* Using a questionnaire to discover what the community thinks of the schools and what the component groups within the community desire from them is one available technique which has value. The interview, in itself a valuable public relations device, has the additional value of providing a basis for contacts of a more genuine nature between professional and nonprofessional persons. It has, however, the disadvantage, unless some guide is used, of being an excessively time-consuming procedure. Probably the best way to get the desired information and the accompanying suggestions is through a combined questionnaire-interview technique—the questionnaire as a guide to questions and discussion and the interview to create flexibility and to aid in mutual interpretation. In planning contacts to be made, it is important to include people from all walks of life. Include parents and nonparents, laborers, professional and semiprofessional workers, business people, and other representative groups in the contacts that are to be made.

The above procedures, or similar procedures adapted to local conditions, have been found effective in eliminating the wall of *nonrapport* which exists in providing many suggestions for improvement of a practical nature and in building the foundation of community co-operation and understanding.

SOURCES OF INFORMATION ABOUT SCHOOLS

What are some of the answers given by representative citizens to the above-mentioned questions? A recent graduate class composed of teachers and administrators used the questionnaire-interview technique in some ten communities in southeastern Pennsylvania. Over 200 adults were contacted and contributed willingly, even enthusiastically, to the following "nonprofessional" viewpoint of the educational program in their communities:

We as citizens (and taxpayers) get our information about the schools primarily from four sources; *first*, from the students attending school; *second*, from newspapers; *third*, from teachers; and *fourth*, from other adults in the community not officially connected with the school in any way. Only two per cent of us feel that the report card, as now designed and used, is of significant value even for its purported purpose, that of indicating individual student scholastic progress and achievement. In fact, over fifty per cent of us feel that the report card should include an evaluation of the child's personal attitudes in school, his behavior, his character, initiative and social abilities, his participation in extraclass activities, and his potentialities for future development in the form of an evaluation of special aptitudes and talents.

Looking at the schools, then, from the nonprofessional side of the fence, we as laymen receive our information largely in a hit-or-miss fashion; from students whose opinions, although often valid, may be determined on the basis of personal likes and dislikes of classes, methods, or subjects; from newspapers in which the preponderance of school news that reaches print centers around school athletic programs; from teachers, many of whom are overworked and underpaid; and from other adults in the community who have no official connection with the school and no added sources of information other than an active imagination.

WHAT PEOPLE WANT TO KNOW

Eight out of ten of us as citizens are vitally interested in getting more news about our schools. We would like, first of all, to know more about the curriculum. How does it differ from the "studies" which we had in school; how does it differ in organization, in content, and in the methods of presentation? We know little about such terms as curriculum integration, curriculum revision, and the construction of core programs, but we are willing to learn. We are interested secondly in hearing more about the entire extracurricular program. We do not feel that too much emphasis is being placed on reporting athletic programs, but we would appreciate more information on other activities in the extracurricular field, particularly activities which have developed since our school days. In the third place, we are interested in hearing of your personal achievements and travel as teachers and administrators as well as your levels of training and the group salary levels you receive. We would like to know you as individuals as well as teachers!

WHAT SHOULD SCHOOLS TEACH?

We as citizens and parents have definite ideas about the responsibilities of our schools. Eighty-two per cent of us feel that guidance of the child in choosing his vocation in life is a responsibility that you as teachers are in the best position to fulfill. Seventy-three per cent of us believe that the responsibility for training children in proper social manners and courtesy falls upon the school. Fifty-one per cent of us feel inadequate, or otherwise unable, to teach sex to our children and would like to have it taught at school. One half of us as citizens believe the development of moral and religious *understanding* in our children can best be met by trained educators and forty-one per cent of us are of the opinion that the development of proper attitudes of home and family life is primarily a responsibility of school training programs.

As we look backward to our school days and analyze the ways in which school could have been of more help in meeting life's problems, several areas of inadequacies stand out. The curriculum was too limited to provide opportunities for individual development along lines of greatest ability; we received insufficient personal and vocational guidance; we were not provided with or allowed to participate in enough social activities; and our contacts with teachers were much too formal and stiff to allow genuine pupil-teacher learning activity.

We, as parents and citizens, feel that our schooling was particularly valuable in certain areas. By far the outstanding thing of value it taught us was to live with others; second, it provided a basis for vocational and occupational efficiency for the jobs which we now hold; third, it provided a basis of fundamentals which we use in everyday life (readin', 'ritin', 'rith-metic); and fourth, it helped us to develop characteristics of honesty, character, and moral understanding which experience has shown are valuable attributes.

Still looking backward to our school days and tempering these experiences with the things life itself has taught us, we, if we could be teachers, would attempt to do certain things in our relationships with youth. We would first of all try to develop such citizenship characteristics as courtesy, co-operation, honesty, and respect for the other fellow; second, we would stress the fundamentals (the three R's) as basic tools; and third, we would attempt to develop a sense of responsibility and judgment in the minds of the youth with whom we worked.

PARENTS' QUESTIONS

Yes, teachers, we are interested in our children and in our schools. Most of us realize that actual teaching procedures are difficult processes and we are well aware of the problems that you as teachers face in the public schools. We would like more information, particularly about the things our children study and about how you as teachers teach these things. Most of us, too, recognize the inadequacies of our background in the newer activities carried on in the schools, but we are willing and anxious to learn about them if we are provided with the opportunities to do so. We are curious about how our boys and girls rank scholastically with their schoolmates, but we would like to know more of their special abilities and talents and how well they are getting along in their citizenship behavior and personal adjustment. We look back upon our school days and recognize the ways in which school failed us as well as the ways in which it was particularly

helpful. We recommend procedures and areas of emphasis which we believe will be valuable to this generation of youth.

We recognize too that the responsibilities placed upon the schools are increasing in number and importance, but we as parents and citizens stand ready to help in any manner we can. In fact, ninety-five per cent of us feel that co-operative discussion meetings with school people would be a helpful procedure in obtaining the information we desire and in reaching common solutions to those school problems. Not only do we *feel* that such discussion meetings would be helpful, but ninety-two per cent of us say that *we will attend* such meetings.

POSITIVE ACTION IS NEEDED

And so the people speak. Teachers and administrators on all school levels from the elementary school to the university can, *and should*, take into consideration the wishes, desires, and suggestions which come forth from all the constituents of the communities in which they work. The trends of school growth, diversity of school population, and increasing urbanization which have occurred during the past few decades have moved the educator and his public ever increasing distances apart. The time has come when school people must make positive efforts to bring the general public back into the folds of the school. In fact, no fundamentally sound program of public relations can exist unless such aims are accomplished or, more important still, under no other conditions can an educational system become truly adapted to community needs and become truly functional in nature.

Education is still the people's business!

Guideposts to Action

LOUIS H. BRAUN

*Principal, East High School,
Denver, Colorado*

PUBLIC relations problems have always existed in public school administration, just as such problems are a part of each large business organization. However, not until recent years has there been any formal recognition of the function and value of public relations in our public schools. Business has realized the value of sound public policies to a much greater degree than the public schools; yet it seems obvious that since the schools belong to the people and the people establish and maintain them, it is essential that they know what the program of education is in their institutions. As administration has become more scientific, it has been apparent that the public relations program plays a most essential part in the functioning of a system-wide, as well as an individual school program. Education in a democracy must of necessity be very close to the people; and, if possible, the people should take an active part in the planning of the educational program of their community. Laws fix the rights of the people to govern finance, records, reports, curriculum, and the like in public education. These rights make it the responsibility of every school administrator to consider the best possible way to inform the people of the program functioning in his school.

Many times administrators recognize the need for a systematic program of public relations but fail to set up a plan for managing problems as they arise, or, better still, for anticipating and attacking such problems as a part of an on-going program. The social, legal, and educational obligations of public education make it apparent that the administrator is not only obligated but has untold opportunities to maintain the public relationships necessary to further the basic principles of our democracy in educating our youth.

Public relations in its true form is the process of maintaining a welcome working relationship between the public and the schools, a relation-

ship that provides the people with an understanding of the philosophy, purposes, and the program of the schools and invites their suggestions and criticisms in making the school program functional for the youth of the community. It is essential that all the people know about the program of the schools. The taxpayers, the parents, the business organizations, parent-teacher and social groups, the influential club or society, the police and fire departments, public health department, and other divisions of government must be included if all the people are to understand what the schools are attempting to do.

All these groups play a vital part in the program of the school. Some will work co-operatively in a civic enterprise, others will wish to further a personal interest or desire to use the school organization to assist in gaining social prestige or business opportunity, while others may even desire to depopularize the schools in order to keep personal taxes down and to gain political advantage at the expense of the youth of today. These many and varied groups make up the *school's public* and it is an extreme challenge as well as an obligation to meet all individuals as well as groups in a friendly and understanding manner.

The school's policy must be positive rather than negative, and it behooves school administrators to know the interests and desires of each particular group which comprises the public in their community. In light of these interests and desires the school should make plans to see that the purposes of the educational program do not cater to any particular whim or fancy, but are based on sound educational principles which are interpreted to each and every group in furthering the education of the youth of *all* the people. It is the obligation of the school staff to see to it that a sound program of education is formulated and maintained without the influence of any pressure groups or individuals.

GUIDING PRINCIPLES OF PUBLIC RELATIONS

It is essential that the public knows about and understands the entire program of the school if it is to judge wisely the function of the school in the community. Public relations is truly an adult education program, keeping the public informed of the true objectives and program of the school while at the same time developing with all the people new ideas and interests.

Jesse B. Sears in his book, *Public School Administration*, sums up the problems of public relations as follows:

1. There must be a policy.
 - a. The policy should have clearly conceived purposes back of it.
 - b. The policy should be based upon a thorough study of the community's characteristics and educational needs as well as upon a sound social and educational philosophy.
2. There must be a plan or program of action.
 - a. The program must be based upon a thorough diagnosis of need and have clearly understood purposes.
 - b. Responsibility for the program should be definitely placed.
 - c. The program should provide for sound working contact between all the patrons of the schools on the one hand and all of the school employees on the other.
 - d. The program should be positive and aggressive; not aloof, or domineering, or placating; but friendly and always dignified and impersonal, representing a cause and not persons, or officers.
 - e. The program should cover all aspects of school activities evenly according to need.
 - f. From the program, the school people should try both to learn and to teach.
 - g. Low staff morale makes a sound public relations program impossible.
3. The means and instrumentalities for making the program effective should be selected with care, having in mind the capacity of each for harm as well as for the schools. Avenues of possible contact between schools and public include:
 - a. The press, the platform, the radio, the moving picture
 - b. Reports, formal and informal, regular and occasional
 - c. Student publications and school house-organs
 - d. The adult education program
 - e. Social and professional organizations and co-ordinating councils
 - f. School exhibits, games, entertainments, and social activities
 - g. Direct personal contact between school and home^x

POLICIES FOLLOWED IN DENVER

With these *guiding principles* in mind, let us review for a few moments some rather *sound policies* of public relations which have been in practice in East High School and the Denver public schools. No doubt many of these practices and others of even greater importance are a part of every school program; however, it is hoped that, by citing procedures which have been successful in our school, it may tend to assist others in furthering their program of public relations. It is imperative that all public schools are cognizant of the importance of a sound policy of public relations for *all* the people if public education is to serve our youth in developing the understandings and leadership necessary for the survival of democracy in the world of tomorrow.

As has been cited previously: "Public relations in its true form is the process of maintaining a welcome working relationship between the public and the schools, a relationship that provides the people with an understand-

^xSears, Jesse B. *Public School Administration*. New York: Ronald Press Co. 1947. Pp. 228-229.

ing of the philosophy, purposes, and program of the school and invites their suggestions, and criticisms, in making the school program functional for the youth of the community." If this premise is true, then there must be some definite policy which is understood by faculty, students, and adults within the community. To determine our policy at East we have two groups which assume responsibility for many of the problems of public relations within the school and community: one, the Teacher Interest Committee; two, the Student Council. Let us consider for a moment these two organizations, their composition and function within our public relations program.

Teacher Interest Committee

The name of this group may be a misnomer, but the function of such a group is extremely valuable in our school organization. The faculty elected seven representatives from the group at large to consider all problems which pertain to the welfare of the teaching corps. Membership on this committee is rotating, with three of the group changing each year to allow for a continuity in the thinking and planning of the group. It is the purpose of this committee to consider all problems which affect the welfare of the faculty and its relationship with the student body and community. Teachers have felt free to suggest changes in policy within the school and to invite community representatives to discuss problems of school and community interest. Problems, such as salary, budget, lunch periods, class schedule, home study, reconditioning of the building, parent meetings, assemblies, and others too numerous to mention, have been considered by the Teachers Interest Committee.

It is not the purpose of this group to determine policy in all these problems, but to serve as a steering committee which calls upon representatives of the faculty, student body, and parents to study a particular problem. After such a sub-committee has analyzed a specific need and a definite policy has been agreed upon, it is then discussed with the entire faculty and voted upon for final disposition. This committee has functioned well in building a feeling of understanding among the ninety members of the faculty and has greatly assisted in unifying our efforts both in the school and community.

The Student Council

The student council at East is perhaps no more functional than many other such groups in secondary schools throughout the country. However, our council has been extremely instrumental in building an improved school morale and a feeling of community responsibility among the students. It

has been the purpose of the student council to develop an understanding among the student body, faculty, parents, and community groups; to provide an organization through which the students may express their opinions in the determination of policy and program within the school and community. It is the feeling of the council that to have an on-going, functional program within the school and community it is essential that the student body and faculty understand the policies and purposes of the school and to interpret these to the community through student and faculty enterprises of various kinds.

Community drives, athletic contests, special civic programs, luncheon groups, Halloween, and other special days provide vehicles for interpreting the school program to the community. The East Denver Board of Trade, which is a community businessmen's organization, has been invited to participate in the planning of community activities; such as, Christmas decorations and pageant, color day, athletic contests, and the like. Student and faculty representatives attend the monthly meetings of this organization and take an active part in the programs, serving on committees and providing the entertainment and program for many of the meetings as opportunities arise from time to time.

For many years Halloween caused much consternation for the city police and fire departments until the All-City Council took over the problem. This Council is composed of student representatives from all the secondary schools in the city and considers all problems of public relations of a city-wide nature. The theme for last year was *Fun Without Vandalism*. City-wide committees were organized to carry on a program of education through all the schools in an endeavor to reduce vandalism at Halloween. The press, radio, City Council, and civic and school groups were contacted and provisions were made for students to interpret their efforts to the schools and community. The results were extremely gratifying as evidenced by letters from local city officials.

May we take this opportunity to express to you personally, to your Student Council, and to the entire Student Body of East High School our appreciation for the excellence of your recent *Fun Without Vandalism Campaign*. The results were most gratifying. Typical of the comments made are the following:

I wish to commend all the school children in the city of Denver for their fine behavior and co-operation in connection with the Halloween celebration.

(signed) JOHN F. O'DONNELL
Chief of Police

I am amazed and greatly pleased at how well these student leaders impressed upon their fellow students the fallacy of wanton destruction and jeopardization of the city's welfare.

(signed) ALLIE A. FELDMAN
Denver Fire Department

... be it resolved that the thanks and appreciation of the people of the City and County of Denver be expressed to the All-City Student Council and the students of the Denver schools for initiating and making the antivandalism program successful.

(signed) THE DENVER CITY COUNCIL
by DOMINIC CROW, *President pro tem.*

On behalf of the Board of Education I want to express to you its high regard for the valuable services rendered by the Student Councils of the Denver schools in connection with the antivandalism campaign conducted before Halloween. The organization of the work and the execution of it were outstanding . . . Will you please convey to your associates and the pupils involved the highest esteem of the Board of Education and its sincere appreciation of the fine work done.

(signed) KENNETH E. OBERHOLTZER
Superintendent of Schools

We believe that this was one of the finest Halloween celebrations Denver has experienced. We have been assured that the many city-wide contacts made by your representatives and the activities carried on by your students in your own school have been both socially desirable and educationally profitable.

We express appreciation for a job well done.

(signed) GEORGE E. MATHES
Supervising Teacher
ROY A. HINDERMAN
Assistant Superintendent

East's head-boy and head-girl contacted the district police captains following Halloween to determine the results of our school's efforts in affecting a *Fun Without Vandalism* program. The result was very encouraging though not entirely perfect. Previously as many as one hundred and fifty students had been booked at police headquarters in the East area prior to the inauguration of this program several years ago. This year in our local community two boys were reported, and the student council members took it upon themselves to inform these students of their dissatisfaction with their actions. It is also essential that any group be complimented on a job well done. It has always been a part of our program to commend students and faculty upon accomplishing a task.

A news item in the local press captioned *Vandals Damage Streetcars Following Prep Contest* appeared following a night football game. The All-City Council immediately invited Tramway Company officials to meet with

them to discuss the problem which had developed. After considerable airing of the situation, the Tramway representatives were assured that action would be taken to obviate future damage. A plan of education was carried on in each of the secondary schools during the remaining weeks. Football players addressed junior and senior high-school assemblies, skits were given, and a public announcement was made over the public-address system at each athletic contest which followed. Again the results were extremely satisfactory as evidenced by Tramway officials.

East High is located facing the Esplanade entrance to City Park, a very beautiful setting for any school. Such a setting presents problems which must be met by students as well as city officials. Grounds were not as tidy as desired, paths were being made across lawns and through hedges, which made for an unsightly condition. A student committee invited the Manager of Parks and Improvements, the Manager of Safety, and the Assistant Superintendent of Business Administration to meet with them and discuss plans for improving our local situation. New trash cans were placed at points of vantage with mottos, such as *Be an Angel, Throw Your Rubbish Here*, stenciled on these receptacles. A fence was placed behind the hedge to divert pedestrian traffic, and a motorcycle officer was assigned to the immediate area before school, at noon, and after school. The result of this meeting was a greater understanding and respect for the problems confronting the school and community, and a constructive approach to their solution.

Music, speech, and dramatics groups play a very important part in the interpretation of the school program to the community. Ensemble groups, both instrumental and vocal, a cappella choir, and choruses participate in programs for civic groups, parent-teacher organizations, and contributing schools. Public speakers take part in civic drives and other community ventures. Declamation contests, school plays, and debates have served as very worth-while enterprises for interpreting the program of the school to the people. As a specific example of the value of such an activity may I cite a program planned by the American Legion to further Americanism. Representatives of the Legion met with faculty and student representatives to plan a *Town Meeting* on the subject, "Shall We Have Compulsory Military Training?" Adult and student representatives were selected to participate, and the history classes assisted in developing understanding of the issue as a part of the regular class activity.

Social functions are always of interest to the community, for it is here that many judgments are made as to the effectiveness of the school pro-

gram. Each social function is attended by members of the faculty and parent representatives, who are invited by the members of the organization sponsoring the activity. Students, as well as parents, are advised of the policies set up to govern social functions. These policies are determined by the student council in conjunction with the Inter-Club Council and faculty representatives. Many social activities not sponsored by the school present public relations problems which must be dealt with by the school. Actions of students on ski outings, at local theatre parties, and outside club dances determine the attitude of the community toward the school. Such problems must be considered by the students and faculty, and a spirit of co-operation must be evidenced wherever school personnel is involved. Too often the schools have taken a "hands off" attitude toward such functions when a feeling of concern and willingness to analyze such problems would serve to improve immediate school understanding and public relations.

Assembly Committee

Assembly programs provide an excellent educational opportunity in the secondary school, bringing to the student body outstanding talent from the community as well as providing an educational opportunity for student talent. Many requests come from school and community to present a program before the student body. These requests must be screened to assure a well-balanced, constructive, and educative as well as entertaining program. Policies must be set up regarding the type of program, student attention, stage, and audience participation if assembly programs are to further the purposes of the school. It has been our experience that a student and faculty committee should set up these policies and evaluate as well as solicit programs. Applications for assembly time are presented to the committee by a representative of the group desiring to present a program, or by a representative of the assembly committee who has contacted the group or individual. The assembly committee then evaluates the presentation in light of the standards set up to determine if future programs are desired. If students fail to meet the standards set by the committee, they are notified and future opportunities are denied until the committee is reasonably sure that the standards will be maintained. This committee also assumes the responsibility for thanking the participants and sponsors for the assembly programs given, noting the strong and weak points of the presentation.

Educational Program

Many of the activities mentioned in the previous paragraphs may be classified as extracurricular activities, but it is our belief at East that stu-

dents will become worthy citizens by having an opportunity to participate in the planning and organization of activities which affect their everyday life, both in and out of school. Provision is made to interpret the school program to the student body as well as to parent and community groups. Half-grade parent meetings are arranged each semester to interpret the philosophy and program of the school. These group meetings have been arranged in an endeavor to bring about a closer school-community relationship in our organization which involves twenty-four hundred students, ninety faculty members, and the parents of our student body. One sixth of the teachers are responsible for the planning of the activities for one sixth of the students, and these half-grade meetings are one means by which we endeavor to interpret the educational program of the school to the parents.

Principal's Advisory Council

The student body is a vital artery in the program of public relations because, without a satisfied student body, the school cannot hope for pleasant community relations. Administrators constantly seek means by which to determine the pulse of the student body. At East we have found a very effective method by which the administration can, to a great degree, determine the desires and thinking of the student body. The Principal's Advisory Council is composed of the head-boy, head-girl, editors of the school paper and the annual, two representatives from each class chosen by the members of the delegate assembly, a faculty representative, the dean of girls, the assistant principal, and the principal.

This group of fourteen meets on school time once each week, or oftener if desired, to discuss school problems. New courses, a change in schedule to provide longer lunch periods, social functions, community relations, and many other problems are discussed. Suggestions are made for student, faculty, and community committees to work out various problems for incorporation in the school program. For example, a new course in social problems was desired by the students. This course was to include marriage, the family, and sex education. A committee of parents, faculty, and students was organized to determine the content and presentation of such a course. Teacher qualities for teaching such a course were discussed. Several members of the faculty were suggested as possessing the characteristics necessary to administer such a course. These individuals were approached by the principal. The result has been that such a class is now offered to twelfth-grade students who have elected this course.

Occupational Adjustment Service

A portion of our student body needs to have an opportunity to earn a part of the expenses necessary to attend high school. To do this, the vocational co-ordinator spends a portion of the day contacting local businesses for job opportunities, and provides for student placement in such jobs. This type of activity has been extremely valuable in part-time employment, which has developed into life-time vocational experiences for many of our boys and girls.

Scholarship Committee

All secondary schools are desirous of furthering the opportunities of their students. Many capable boys and girls are unable to continue their education without financial assistance. Many college representatives visit East High from the opening of school in the fall until the close of school in June. These representatives are desirous of securing qualified students for their particular schools, and in some cases to offer scholarship assistance. A large portion of each of our graduating classes is qualified to participate in scholarship opportunities so we have organized a faculty committee to counsel and advise students in this area of activity. The committee does not assume any responsibility for selecting scholarship winners, but serves as an advisory board for all students qualified and desirous of applying for scholarships. The students make out applications for scholarship assistance and indicate the colleges of their interest. These applications are filed. The group is then advised of the procedure to follow, persons to contact, and the etiquette of scholarship application.

Students secure teacher permission for recommendation reference and fill out applications. Instruction is given in the procedure for college boards, the American Council on Education tests are given to furnish additional test information for college representatives, and an opportunity is provided for students to meet college or *alumni* representatives as they visit East High. A general meeting is held with parents and students to explain the program and to allow for conferences regarding the students' qualifications, interests, and supplementary support. As indicated previously, this committee is advisory and does not determine scholarship recipients.

Articulation Committee

In any school organization it is necessary to make the transition from one school level to another as smooth as possible. Faculties, parents, and students need to understand the purposes of the educational program and the contribution each level of the school organization makes to the growth

and development of the child. To provide an understanding between faculty, students, and parent groups an articulation committee has been established in the East District which consists of the assistant superintendent, director of instruction, co-ordinators of instruction, and two teacher representatives from each of the four school units in the district—three junior high schools and one senior high school. This committee of sixteen serves as a steering committee to study problems of articulation between the junior and senior high schools. Teacher meetings are planned in which common problems are discussed to provide a smoother, more effective transition from one school level to another. Such problems as course sequences or areas of learning experiences, home study, grouping, parent education, and the like are studied and provisions are made to incorporate the findings of sub-committees into the regular school program of each unit. This committee is developing a clearer understanding between faculties, students, and parents, which in turn has assisted materially in interpreting the school program to the community which is one of the main purposes of a functional public relations program.

A SUMMARY OF PRINCIPLES

It has been the endeavor of this article to point out some of the guiding principles of public relations and to cite briefly some of the procedures which have been found effective at East High School in making our community relationships a functional part of our educational program. Administrators must recognize the importance of a planned, functional program of public relations. Such a program must be based upon at least three basic principles:

1. The program should be based upon sound policy which grows out of a thorough study of the community—its characteristics and educational needs as well as sound educational and social purposes.
2. The program should be planned and understood by *all* who are involved, providing a sound working relationship among *all* individuals involved in the educational program. It should be positive and aggressive, yet friendly and always dignified, representing causes, not personalities.
3. The resources for making the program effective should be selected carefully, evaluating the capacity of each vehicle to further the best interests of a sound educational program for youth in the community.

Preparing the Staff

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THE secondary-school principal and the superintendent of schools, while they have important and special public relations responsibilities, can carry out only a small part of the public relations program of the school. Every member of a school staff has public relations responsibilities whether he be principal, counselor, teacher, secretary, or custodian. Every staff member is a public relations worker in many respects even though he may not so consider himself. As a public servant, he cannot avoid public relations effects.

The classroom teacher, for example, by the very nature of his work, is an important public relations agent of the school. Day in and day out he deals with the people of the community. Some of these members of the community are young people—his pupils. Some of them are older folk—the parents of his pupils. Some of them are just citizens of the community concerned with its welfare. These same relationships, with somewhat different emphases of course, exist with reference to the work of clerk and custodians. How, then, is the staff of the secondary school to be prepared for its public relations responsibilities?

DEMOCRACY IS ESSENTIAL

It is a truism that, if the schools of democracy are to teach democratic living, the schools themselves must be run in accordance with democratic principles. Teachers who are autocrats cannot very well teach democracy to their pupils. Teachers, on the other hand, who are autocratically controlled by an administrator who expects them to do what they are told—theirs not to reason why—cannot possibly be the best teachers of the democratic way of life.

The manner in which a staff is treated in the determination of school policies and administration has a tremendous bearing upon public relations in two respects. In the first place, teachers who are made true co-workers in the educational enterprise of the secondary school have an entirely different attitude toward their work than can otherwise be possible. This attitude finds

its way very quickly into the attitudes of the pupils and through them to their homes. If the reflection to homes through pupils is that of a happy, confident staff, the foundations for an effective public relations program are laid. If the reflection to homes through pupils is that of an unhappy, discordant, frustrated staff, there is no more hope of building an effective public relations program than there is of building a house on sand.

In the second place, teachers who are partners in the great educational enterprise of the secondary school have a much better attitude in their contacts as citizens in the community. Their attitude can be positive, constructive, happy. Or it can be negative, uncertain, unhappy, and even painfully ignorant about matters of fundamental school-wide and community concern. Citizens of the community are quick to sense whether teachers are considered as true professional people by the administrator. They soon learn whether the teachers know fundamental school policies and the reasons for them; whether they know more or less, for example, about school finance than the ordinarily well-informed citizen.

Basically, then, the most fundamental preparation of the staff of a secondary school for its public relations responsibilities can be accomplished only through democratic participation in the development of the objectives, program, and administrative policies of the school as a vital educational institution. Teachers and all other members of the staff should be made real partners in the development of broad educational policies for the school. If the teachers work together with the administrator, they gain a basic understanding of the program which cannot possibly be achieved so well second hand.

But this is not all. If teachers are co-workers in the development of policies, they will consider these policies as their own. The teacher, who has this opportunity and responsibility in co-operation with the principal and the superintendent, has a real interest in the promulgation of school policies. The teacher who has such a background will also be a staunch defender and an able interpreter of those policies among both pupils and the general public.

The administrator who builds his public relations on the solid ground of staff participation and understanding has already gone a long way toward success in his dealings with the community. His staff members know as much about the basic objectives and plans of the schools as does the principal himself. He has as many public relations people on his staff as he has teachers.

SOME BASIC CONSIDERATIONS

Isolationism within a school, a disease that sometimes affects larger high schools, should be broken down. The principal of one large high school recently told the writer that when he went on the job he found that teachers in

one department were totally out of touch with teachers in other departments. They could not intelligently answer questions citizens would raise about their own school. One of the best ways to break down such isolationism is through group planning on the over-all objectives of the school. A house organ and faculty meetings should also be used to promote a constant interchange of information.

School public relations today is a more involved process than it was in earlier generations. There once was a time when the school was supported solely by the local community. As conditions changed, the states became effective tax-collecting agencies. In many states, fifty per cent or more of all school revenues now come from the state government. This means that teachers need to be versed in the various aspects of state support and distribution of funds. Individually and through committees, they work with individual legislators and legislative committees. Now, as the necessity for more Federal support of public education becomes increasingly evident, the teachers of the nation must be interpreters of this need. General Federal aid will be obtained only when the public feels the need and understands how it would benefit the nation. Here, then, is another broad area with which the teachers, not just the administrator, should be familiar. In the area of public relations for better school support, teachers' associations on the local, state, and national fronts are becoming increasingly effective.

The concept of parental and civic leader participation in the development of the educational program of the secondary school has not been developed in this brief statement since it lies somewhat outside the province of the subject. However, the work of a school staff in co-operation with lay leaders on the education program is excellent public relations in itself. The advisory committees at the opportunity school in Denver are an excellent illustration of this technique.

The emphasis in this statement on the staff's role in public relations is not intended to imply that there is no need for a public relations specialist in a school system. There is need for special assignments in the field of public relations to some one who has the time to be a specialist in the field of interpreting, regardless of what title he may be given. This may be a full-time person or a part-time person depending upon the situation and the school system. In the individual secondary school, a small committee may be responsible and the work load of its members should be organized accordingly. In other schools it may be better to have an individual head up the work under the direction of the principal.

A truly good administrator knows that he can succeed only through the success of his staff. This applies to the entire range of activities under the direction of the administrator. Public relations activities are an excellent example of the truth of this general rule.

EFFECTIVE PREPARATION

This fundamental preparation of the staff is the only basis upon which a truly effective program of public relations can be built. But it is in the nature of a foundation. Upon this solid rock of high staff morale, the structure of a good educational program can be built. A deliberate plan of keeping the people of the community informed about the needs, aims, and achievements of this educational program must then be developed. A good school doing a good job goes a long way toward a public relations program, but it is not enough. Dropped at this point, much of the school's light will remain hidden under the proverbial bushel or simply be taken for granted.

Even though the teachers on the staff are made partners in the determination of objectives and the administration of the school, there is more that must be done to prepare the members of a staff for their public relations responsibilities. There is probably no one best way to school teachers in the art of public relations over and beyond that of doing a good job of teaching in the classroom and their normal activities as good citizens. There is need, however, for doing so in every secondary school by whatever method the principal and the teachers agree upon as the best.

There are scores of points in the local school and community scene at which teachers should be alert to public relations responsibilities and opportunities. Some of these may be overlooked and forgotten unless emphasis is laid upon them. Faculty meetings may profitably be devoted to this subject. Local teachers' associations are doing increasingly effective work in this area. School bulletins can carry information and ideas. Teachers may be encouraged whenever possible to take courses in public relations.

The specific techniques of public relations are the subject of discussion in other sections of this publication and need not be taken into consideration here. Perhaps nothing more needs to be said than that the activity in this area, too, will be most effective if democratically carried out by administrator and teachers working together.

Partnership For a Way of Life

JOHN F. LOCKE

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Cincinnati Public Schools, and Secretary-Treasurer of the School Public Relations Association*

THIS article attempts to bring into sharp focus some of the present-day thinking about the role and responsibility of a secondary-school principal for a public relations program. It does not presume to indicate a long list of *x-numbered* things to be done. Its purpose is to discuss some basic steps which are important, vital, and imperative and which must precede and are essential to a successful program.

What builds good home-school-community relations? The answer to that question, on the one hand, is neither simple nor easy; and on the other hand, it is neither unanswerable nor too complicated. There is no one-way street to travel. There are no numbered routes to take. Instead, there is no end of ways and methods. Good schools, good teachers, and good citizens—these are three essentials. If to those we add every school employee, every school building, every school ground, and every piece of school equipment, and then every school child—what they do and how they do it—perhaps then we have involved the basic elements to be considered in building a good program.

CONTROLLING PRINCIPLES

At the very outset two well-known and universally accepted principles should be restated:

1. Public education, which consists of the imparting of knowledge and the training of the mind, the training of citizenship, and the inculcation of ideals, down through the years has evolved as a partnership concept—with the members of that partnership, now as in the beginning, being the home, the school, and the community.
2. The effectiveness of any public school is conditioned by the degree of public confidence the school enjoys.

With the acceptance of these two principles, there is imposed upon the whole personnel of a school—any school or school system—the responsibility, amounting to a moral obligation, to acquaint the home and the community with its work, its accomplishments, its values, and its needs. This can be fully met only by means of a continuous informational program—one based on fact, truthfulness, and clarity, and stated in simple, understandable terms.

The organization of a program to accomplish this purpose and to fulfill this responsibility, therefore, becomes one of the most important and immediate tasks to be faced by any school principal. It is his responsibility, together with his staff of teachers, office workers, and building employees, as well as with the youth they train and serve, to plan and execute an effective, co-operative, dynamic program of action. Informing the home and the community as to what the school is trying to do, how it is trying to do it, and how well it is succeeding—this truly is the school's part of the partnership concept if education is to be more fully understood and realized.

So great is the responsibility of education, so many are the values of life and national welfare with which it is entrusted, that it is one of the stark necessities of our economy. It is trite to say that schools are organized and supported in order to have children trained and educated. It is equally trite and obvious to say that the effective functioning of a school is dependent upon the kind of support it receives. Nevertheless, in spite of the fact that schools belong to the public, there is abundant evidence that their very life and existence are wrapped up in an assumption by the people who man them of a big part of the responsibility for their healthy well-being.

Mobilizing the talents and skills of the staff of a school for a greater mutual understanding and respect for its work; formulating and organizing, as well as carrying out a program of public relations; establishing and maintaining ethical and co-operative relationships of the persons involved in the program—these and many other tasks are at one and the same time a challenge and an opportunity to the school principal.

The progress made in recent years in increased financial support for education as a result of the public relations work done by the National Education Association, state and local education associations, as well as the programs carried on by large numbers of individual school systems is indicative of the value of this work. The kind of support we hope for ultimately, however, rests in a large measure on the shoulders of good schools speaking for themselves. The fulfillment of the partnership concept in the particular community they serve—that is, their function—is their responsibility.

High-school principals in large numbers have already begun to move forward in active public relations programs. Through their own national association and in co-operation with the School Public Relations Association, plans for many new and enlarged activities are in process of execution. But they must be prepared to do more. The future well-being of the nation, which is just another way of saying the future well-being of the schools, in the final analysis, will be determined in a large measure by how well the public understands and appreciates its schools. The welfare of children is the common concern of school and home and community. It is a partnership task. The time to do something about it is *now*.

RESPONSIBILITY OF THE PRINCIPAL.

In the 29,000 secondary schools of this nation where today nearly 7,000,000 young men and women are being taught by 290,000 teachers, the initial leadership and direction for carrying forward a vigorous, friendly, yet a comprehensive public relations program designed to acquaint the people of a community with the purposes, the activities, the needs, and importance of their schools is a responsibility of the principal. It is no easy task. Therefore, in conducting all of his activities he should strive to be (1) pleasingly firm, (2) agreeably co-operative, (3) tactfully aggressive, (4) smilingly tolerant, (5) patiently insistent, (6) invariably kind, and (7) unhurried and customer conscious.

Upon the shoulders of the principal, in his community, rests the responsibility of being perpetually conscious of the needs of youth and the effect of the school's program upon the minds of people who come in contact with the school, either in person or through the youth who attend it. He should never hesitate to express firm conviction on any issue, on any subject that may be significant to the welfare of the school system.

In the discharge of his function of leadership with his school personnel and his community, the following are some pertinent questions that a principal should ask himself. Where is my school now compared with where it was five years ago? What can I look back over and definitely register as real achievement? What can I check over a five-year period as definite accomplishments? How well have I helped to bring about intelligent, clear-cut understanding on the part of the staff of teachers and other school employees with whom I work and over whom I have to exercise leadership? To what extent, singly and co-operatively, have we brought about greater community consciousness of the work, achievements, and needs of our school?

ROLE OF THE TEACHER

The formulation, direction, and execution of a public relations program for any school that loses sight of the role of the teacher are doomed to failure. Her relationships are far-reaching, many-sided, and all-important. They will not be dealt with here except to make three observations.

1. What teachers do with and for youth today determines to no small degree what those youth will do for education—and the teachers—tomorrow.
2. Teachers are the heart and center of every school, and, in the main, what pupils think of their teachers—parents think of their schools.
3. The two-fold function of a teacher is to teach pupils and to interpret educational objectives to the public—as so well stated in the 1946 *Yearbook* of the American Association of School Administrators, "Who shall say, in terms of the ultimate good of the nation, that one is not as important as the other."

FUNCTION OF NONPROFESSIONAL EMPLOYEES

The care and cleanliness, the ventilation and heating, the appearance and orderliness of a school building—these basic and important responsibilities of a custodial staff are absolute essentials to the health, happiness, and well-being of teachers and pupils. They are also big factors in the development of healthy public attitudes toward the school as it increasingly moves into the field of caring for and handling the wants and needs of community organizations making use of the school.

Parents and the general public who contact the school by telephone, by mail, or by personal visits should be dealt with in an orderly way and in a courteous manner. The clerical staff, in the performance of the duties that are connected with these important relationships, must exercise courtesy, tact, and diplomacy.

There are too many times when large numbers of people have been sent away from schools because they have been dealt with inadequately. Guilt in this respect has not alone been the fault of the office or custodial worker. Wise and tactful principals, to the degree they recognize the strategic position the nonprofessional personnel occupy, will encourage and assist these employees in becoming assets to their over-all public relations program.

USE OF PLANT

School principals should encourage the use of school buildings by the adults of the community. They are owned by the citizens. They represent a big investment. They are a community resource that is too valuable to be

used only part of the time. For that reason, within properly established rules and regulations, when these facilities are not needed for regular school purposes, promoting their community-wide use should be a part of their overall service to the people who own them.

There are many problems connected with the community use of school buildings and the full realization of a *lighted school* program. Secondary schools, as well as elementary schools, should be community centers. In addition to serving the needs of youth, they should serve the needs of the adult community. The problem of the use of a school building six hours a day, five days a week, and forty weeks a year is one that cannot go unsolved much longer. Acceptance by schools and their staff for giving leadership and service in helping to strengthen and improve community life after school hours is one of today's greatest challenges to school leaders.

Principals of schools, who have stepped forward in this role, making it possible for their plant to be productive in late afternoons and evenings, on Saturdays, and during summer months, have found their schools becoming the community's civic cultural, and recreational center. Principals of schools who have done this have found an understanding and appreciative public.

THE PROBLEM

The word *partnership* has been mentioned. Those constituting that partnership have been named. The objective of that partnership, restated in broad terms, is to promote better citizenship and to furnish broader opportunities of providing a life of independence and dignity for individuals. But the accomplishment of that objective is made possible only by the continued financial good health of the institution which, like the prosperity of a private enterprise, is linked up with public understanding and appreciation. Most assuredly, the burden of attaining new highs of understanding and appreciation of America's biggest business should not fall on one of its partners alone. Each partner has certain well-defined parts to play. Briefly stated, the job of the school resolves itself into two approaches—in-school contacts and out-of-school contacts.

In-School Contacts

Intelligent planning for and execution of the multiplicity of positive approaches that enable a good school to speak for itself begins at the entrance of the building. In a setting of neat and well-kept grounds, it should reflect the spirit of the open-door policy—welcome to the pupil and visitor.

Inside the building, if thought and attention to these same approaches continue, a friendly, business-like atmosphere, as well as a sense of showmanship, should everywhere be in evidence. The office of the principal should be plainly marked and easily accessible. In the foyer and on the walls of corridors, school trophies and changing exhibits of school accomplishment should be on display, and bulletin boards should announce the calendar of events and activities for both day and evening school. Classrooms, too, should be marked with subjects taught and teachers in charge.

At the heart and center of the school, we find the classrooms, laboratories, study halls, library, auditorium, lunchroom, swimming pool, gymnasium, and all the special rooms equipped with facilities and manned by teachers to teach youth to be useful, law-abiding citizens. Here it is we should find the staff and the student body at work and at play, engaged in a total program that envisions the best possible development of each student. Here it is, we should find, in the right kind of daily pupil-teacher and teacher-parent relationships, the only basic foundation upon which an honest public relations program can be built. Adequate and proper organization and administration of a school make possible the realization of a high morale of both school staff and student body. Good internal private relations paves the way for good external public relations.

Out-of-School Contacts

Large numbers of the residents of a community do not visit their schools. Neither do they take interest in them and support them with their ballot. There are many reasons why this is true.

Establishment of either guilt or blame for this unhealthy situation in our way of life is not a part of this discussion. What is significant in this connection is that in recent years the partners of the enterprise are doing something about this problem. Confidence and a greater feeling of interdependence are replacing what has been an apparent lack of mutual understanding and respect between those who represent our schools and those who operate industry and private business. The unfinished business, on the part of school principals and their staffs, is to follow up the recent gains that have been made.

For the large number of citizens who do not visit their schools, proper approaches through various *media* must be planned. Reaching people by way of oral, printed, and visual contacts opens up avenues of approaches that are as limitless as imagination itself. For this task, the wise use of all the talent and resources of a school should be recruited and utilized.

Specific guidance for the initiation and execution of an appropriate and

adequate program for gaining good will and support can be found in the successful practices of other schools and a study of published materials. Whatever is attempted in this whole area of work should be within the ability and resources of the staff and student body of a school. Sporadic attempts to generate an awakening of the voting public from lethargy are of little value. Production of printed and visual materials by a good school are effective to the degree that they depict and portray the service of teachers and the performance and achievement of pupils.

Appearance of members of the staff of the school before clubs, groups, and organizations; participation of students and student organizations in community affairs; observance of special days, weeks, and events; letters to the parents; the school paper, magazine, and annual; pictorially illustrated booklets and leaflets descriptive of various phases of the school's program distributed to all citizens; newspaper stories; store window displays; school exhibits; radio programs and motion pictures of school activities—these are but a few of the out-of-school contacts that enable a school to show public education in action. These activities and projects result from a life-like program of education. They are not additional things to be done by a school staff and student body. They are a part of and a natural outgrowth of a good program of education in any community.

SUMMARY

The greatest common defense the American people have erected, or can erect, is a system of public education adequate to meet and capable of solving the problems of our way of life. As a member of the partnership responsible for that way of life, telling and retelling the story of the place, purpose, and function of the school to every generation—that is perhaps the biggest assignment of a school administrator.

This article of necessity has touched upon a lamentably few specific undertakings. The over-all task, with no motive except progress for a way of life, is one of overcoming the gap that separates the vision of those who run the schools and the thinking of those who exercise the final verdict on the kind of schools we are to have.

The techniques of what to do and how to do it, of any one school principal together with his entire staff, are determined by conditions as they exist in the community. They should be flexible enough to adapt the specific approaches to the changing attitudes of the people. The task of the partnership is worthy of our best effort.

Organizing Effective Public Relations

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E DUCATION is the concern of all people in a democracy. Because of the complexity of modern living, the laymen do not take time to "beat paths to the doorsteps where new mousetraps are being made." The secondary schools today are thus challenged to maintain their position as a front-line public consideration since they are so important and influential in the objectives of a free people in a great democracy. The secondary schools must acquaint the public with their merits and the necessity for them in our society. Only in this way will they receive the community support needed.

Public school relations is as essential in good school administration as in the church, the corporation, the radio, or the newspaper. There must be strong, positive approaches to uniting the people and their schools . . . or the people will be absent and off with some other institution which calls for support and encouragement. The laymen must be truly partners with those inside the educational profession on a common task to make education ever more effective in the United States.

The writer will discuss some pertinent points about the organization for effective public relations. It must be recognized that communities differ from each other in the plan and extent of the program of public relations. Consequently, since some secondary schools are a part of a general school district program, it will be desirable to discuss the relationships with the school district as well as the finer points of individual secondary-school organization.

WHOSE TASK?

Public school relations is an all-embracing program. It includes the principal, the assistant principals, the teachers, the nonteaching personnel such as the custodial and cafeteria employees as well as the operators of the buses. Whoever is identified with the school is an agent of public relations. Therefore, the agents who perhaps exert the greatest influence are the pupils who

attend the institution and reach into the homes of the neighborhood from which comes the support of the taxpayers.

Thus, each *school* individual is a potential good or bad public relations agent. If what each person does creates good will and a spirit of friendliness and co-operation for the program of the school, then the ultimate program will beget favorable results. On the other hand, if what each person does and says moves other people to think unkindly toward the school, the program of education will suffer for lack of support. The objective is to have everyone associated with the schools operate intelligently to win understanding friends and strong supporters for what the schools endeavor to do for the boys and girls of the community.

If the children like the school to the extent that they understand what is done and why it is necessarily done so, those children will carry favorable comments to the homes. From the homes will come such strong support of the educational program that the educators can move ahead with the community moving along as a partner to render the finest service that the community can provide through education.

Although the principal is the *generalissimo* and directly responsible for public relations, it becomes the charge of each member of the staff to move forward and win good will for the schools.

TYPES OF ORGANIZATION

As was said in the preceding paragraphs, different schools have different relationships in carrying on public school relations. All schools to have achieved much should have definite philosophies, goals, objectives, and patterns of organization. It is assumed that secondary schools have had successful programs of public relations and that they will continue to improve those programs to have wider understanding within the community and naturally greater support.

The types of organization next to be discussed will be the five types of organization apparently in effect in the United States, including: (1) superintendent of schools type, (2) administrative staff officer type, (3) the direction of public school relations type, (4A) the building principal and (4B) the decentralized building principal types, and (5) the teacher committee type. Accompanying charts are included for purposes of clarification.

1. *The Superintendent of Schools Type*

The superintendent of schools as the chief administrative officer of the school system, in this type of organization, as shown in Diagram 1, directs the

program of public school relations along with the other functions of his office. Wisely, the superintendent does not direct his school program from an *ivory tower* but rather keeps his finger on the pulse of the community in its reception of the educational program. Thus, the timing element is not forgotten when introducing something new or modified in the educational program. Atlanta, Georgia; Erie, Pennsylvania; Cleveland, Ohio; Chattanooga, Tennessee; Des Moines, Iowa; Kansas City, Kansas; Lancaster, Pennsylvania; San Francisco, California; Washington, D. C.; and, until recently, Philadelphia, Pennsylvania, were included in this category.

The superintendent of schools in Philadelphia distributed the direction of public relations rather widely. Special projects assigned for execution

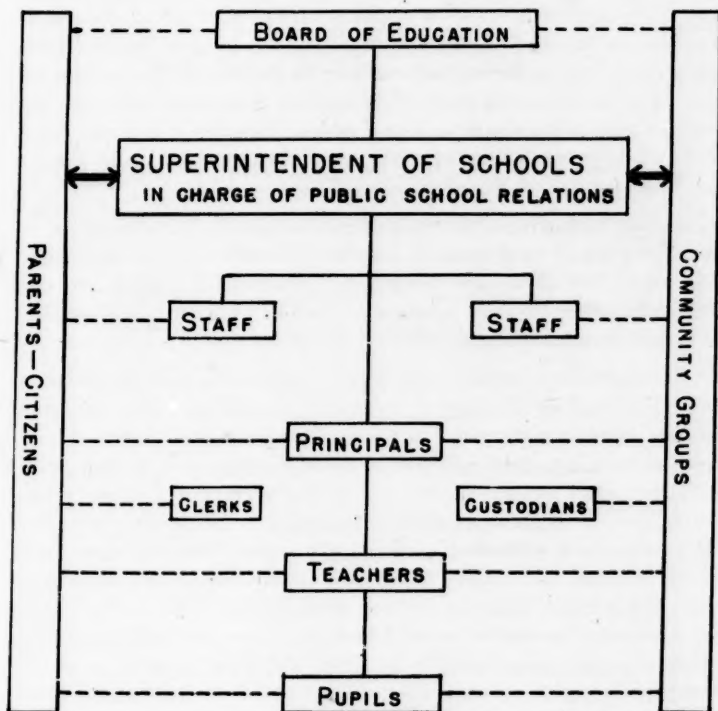


Diagram 1.—SUPERINTENDENT OF SCHOOLS type of organization for the direction of public school relations

brought about the end-results of community understanding and support. Among these would be: a district superintendent in charge of radio programs; a director of research in charge of public relations leaflets, war-time salvage, and conservation program; the associate superintendent in charge of curriculum and the publication, *We Philadelphians*; a district superintendent handling wartime activities; and a director of school extension responsible for special school events. In addition, the district superintendents and principals generally promote public relations through the working programs of the parent-teacher associations, school activities in the community, and participation in community councils. The secondary schools as integral parts of the school system would play important roles in each of the phases mentioned.

If the public generally knows no one in particular in the school system, the name of the superintendent of the schools is known. He stands for the schools in relation to the board of education and in relation to many homes. Americans generally look to the top-leader such as the President of the country, the governor of the state, or the mayor of the city. It is quite natural that many laymen look only to the superintendent of schools. Especially is this true where the homes have no children attending school. In these particularly, the *top man* is the principal of the school.

In Erie, Pennsylvania, the superintendent of schools directs the public relations program of the system. He maintains a straight-forward *cards-on-the-table* policy. Newspapers are provided with statements or reports, and each newspaper is given the same treatment to avoid the press becoming antagonistic toward the school program.

The superintendent makes more than 100 public talks each year, and members of his staff are available to meet with community groups requesting speakers. Members of the staff are active in civic organizations. Such staff members and secondary-school principals in the service clubs and in other groups serve as "contact persons" and are able to clear educational problems arising on the spot. A special series of radio broadcasts by the administrative staff helps interpret the educational program with success. Human interest stories on the personnel of the school system each Sunday has attracted much attention and has helped to spread the facts which lead to proper appreciation of the educational leaders. Secondary schools send four-page leaflets, unfolding information about the schools, to the homes with report cards six times each year. Publication of common information supplied to some 10,000 homes means that secondary students' parents and friends are being reached definitely in this phase of public school relations. The result is good will for the schools.

Slides interpreting the costs of the schools are available to community organizations and, when shown, elicit much latent interest in the secondary-school program also.

Another sample of this type of organization is Des Moines, Iowa, the home of the forum movement in the United States. The administrative staff works as a committee of the whole with the school's superintendent. Assignments are made to individuals or sub-committees for specific tasks.

Through principals and supervisors, the Chattanooga, Tennessee, superintendent directs the public relations program. Pupils and patrons are drawn in as needed. Active efforts are made to enlist the interest and support of the groups of the community in special programs of the secondary schools.

2. The Administrative Staff Officer Type

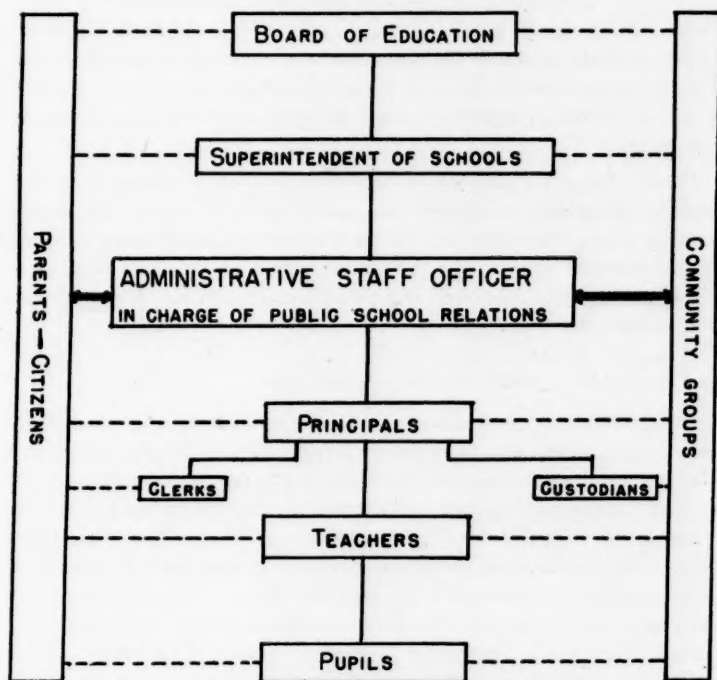


Diagram 2.—ADMINISTRATIVE STAFF OFFICER type of organization for the direction of public school relations

The second type of organization to be discussed is that of the administrative staff officer type shown in Diagram 2, in which the person is responsible to the superintendent of schools for the program of public school relations. Examples are the acting head of the division of statistics and publications, Boston; the director of research, Houston, Texas; the director of curriculum study and research, Pittsburgh, Pennsylvania; and the director of public relations and child guidance, San Francisco, California.

In Pittsburgh, clerks and teacher committees assist the director in the phases of public school relations. Members of the educational staff participate actively in the parent-teacher associations, Rotary Club, Lions Club, Kiwanis Club, and other clubs and associations. Programs by pupils and talks by educators are given over radio stations.

Publicity materials of the administrative office of the schools in Santa Monica, California, are handled by the director of child guidance. The director represents the schools in the Council of Social Agencies. Other administrative officers are active in the clubs of the community. Special effort is made to have all schools represented through the news columns of the community newspapers.

In all systems, the programs of the secondary schools in helping adolescents grow as thoughtful, courteous, co-operative American citizens are knitted together to keep the public aware of the achievements, needs, and possibilities of the secondary schools. The child as the center of the school program is not forgotten; rather, the child and his welfare are uplifted to win the support of the community.

3. *The Director of Public School Relations Type*

The thousands of secondary schools of the country are as close to the people today as the elementary schools were at the turn of the century. It is thus not surprising to find in the third type of organization, that of the *director of public school relations plan*, (see Diagram 3) that the approach to the public is *via* the secondary schools of the community. Highly trained and gifted members of the teaching profession are directing public school relations on a full-time basis in places such as Cincinnati, Ohio; Detroit, Michigan; Denver, Colorado; Kansas City, Missouri; Los Angeles, California; Madison, Wisconsin; New York, New York; Oakland, California; Pasadena, California; and Schenectady, New York.

In Denver, the supervisor of publications directs public relations. High-

school newspaper advisers and community service chairmen co-operate to carry on the work. Contacts are made through the school principals.

The numerous secondary schools of Detroit play important roles in informing the public and uniting the public with the schools through the public relations. A fully organized staff operates a speakers' bureau, press relations, and telephone and mail responses to miscellaneous calls for information. The annual report and a monthly newspaper for all employees of the Detroit school system are printed. Sixty speakers are available to more than 500 clubs; timely topics for speeches and a good follow-up of the reception accorded speakers guarantees tremendous benefits.

The director of public information in Kansas City has a full-time secretary and a mimeograph operator for staff assistance. Use of the school print shop means ability to produce much necessary information for immediate dis-

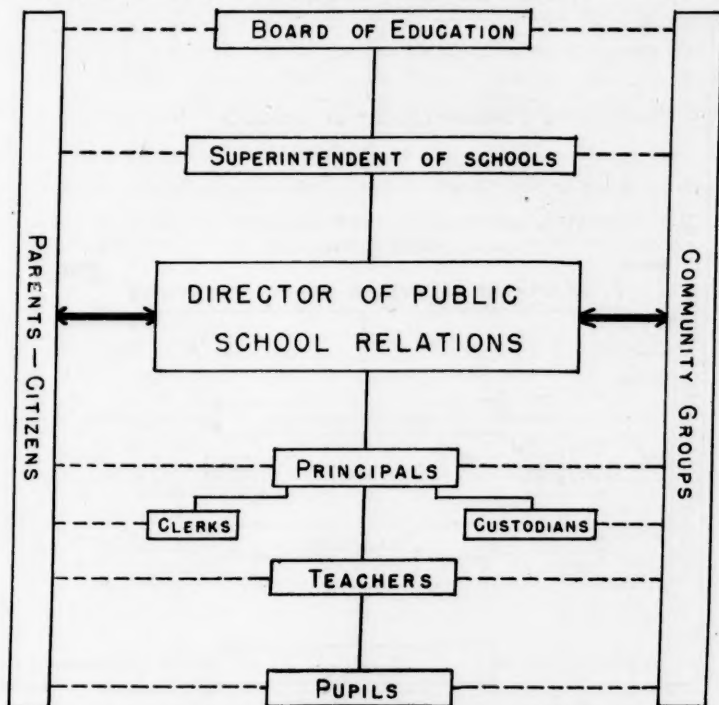


Diagram 3.—DIRECTOR OF PUBLIC SCHOOL RELATIONS type of organization

tribution. In each secondary-school building, a press representative is located to feed through the newsy and human interest items of the day's work. Committees on American Education Week also serve well.

4A. *The Building Principal Type*

With the principal in charge of public school relations, the work is well centralized. As the key educational leader, with an immediate staff of capable teachers close to the educational activities, the principal is in a splendid position to direct the contacts that will lead to uniting the homes, the school, and the community in common educational endeavors. In this fourth type of organization (See Diagram 4A), the plan has had success in recent years in Chicago, Illinois; Lawrence Park, Pennsylvania; and Tampa, Florida.

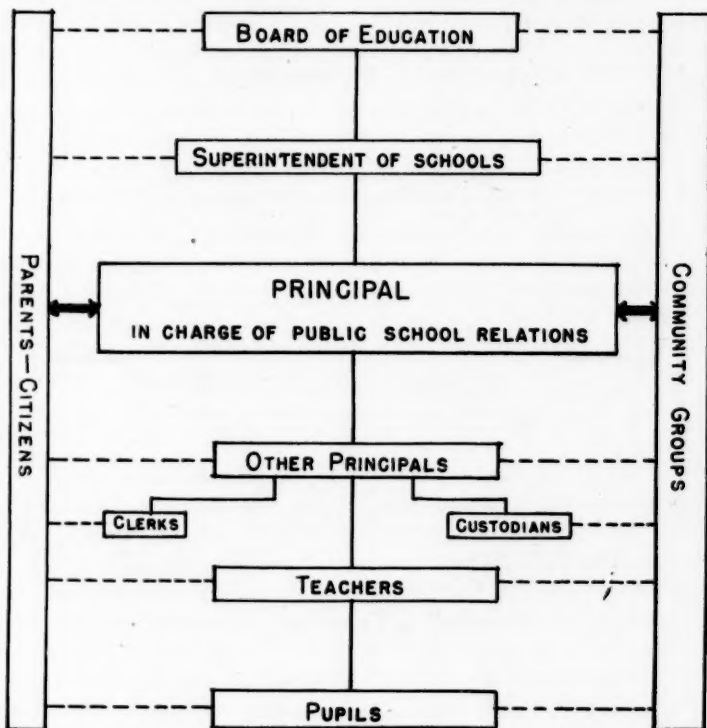


Diagram 4A.—PRINCIPAL (centralized) type of organization for the directions of public school relations

In Chicago, a principal with the assistance of six teachers co-ordinated public relations. Press releases, telephone calls, and conferences were very important. Membership in the Publicity Club of Chicago and in school organizations strengthened the bonds for friendly contacts and enabled the school folk to obtain suggestions beneficial to public school relations. Movies of the educational system shown at meetings of community groups help to keep the public aware of the modern developments of secondary education. Secondary schools also are featured in the annual report of the Superintendent of Schools.

In Lawrence Park, Pennsylvania, the principal organizes the staff for public relations. Administrative staff officers publicize the units which they supervise. The town centers around the school and the virtue of community leadership is well established in the secondary-school principal.

Building principals work through the administrative office in Tampa, Florida, where news releases are made. Co-operation of a superior type is maintained with parent-teacher groups. Schools, through radio broadcasts, dramatize the values of present-day secondary-school curriculum offerings.

4B. *The Decentralized Principal Type*

By far the greatest number of public school relations programs come

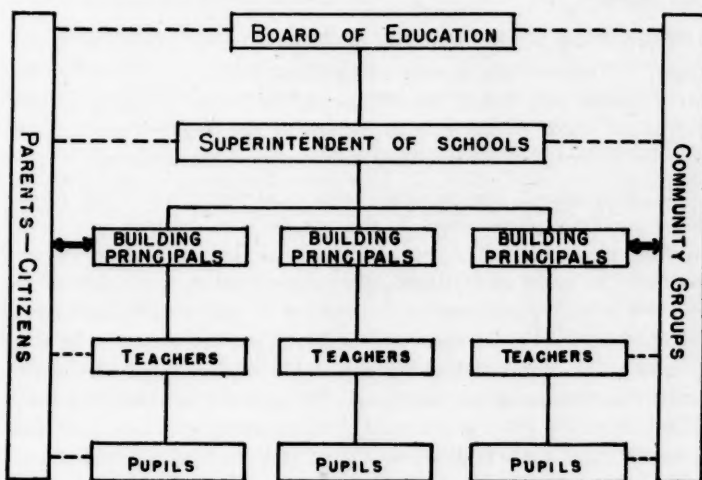


Diagram 4B.—PRINCIPAL (decentralized) type of organization for the direction of public school relations

through the decentralized building principal type, which is exhibited through Diagram 4B. In this plan, the lines of authority follow as usual from board of education to superintendent to building principal and on through to teachers and pupils and then to the community groups and citizens.

The vision and the initiative of the individual building principal will determine the organization for public school relations. It is wise to say that surely the principal will make certain to know his community—its needs and its aspirations. Following through, the principal will know when and how to direct the program of public relations for the greatest benefit to the educational well-being of the pupils included in his school.

Perhaps as principal he will serve best as co-ordinator of the school program. He will determine how best to inform the public of what the school is doing and expects to do for the boys and girls. Next, he will determine who shall play what roles in the program. Next he will judge the effectiveness of the program as it affects the learning of the pupils and determine what modifications must be made to improve the learning activities for the ultimate growth of the young citizens. Finally, he will use the yardsticks to determine how valuable the program of public relations has been in effecting mutual understandings between the community and the school personnel in the educational efforts.

The building principal may serve as director of public relations or he may delegate this responsibility to some well qualified member of the faculty. The faculty member may then be the chairman of the faculty committee on public relations which reaches into all avenues of the neighborhood to bring about the greatest good for the school in its service to the children.

In many schools, the principal serves as vice-president of the parent-teacher association of the school. In this way, he is on the front-lines for interpreting the school and correcting misunderstandings as well as winning good will. In many other schools, the principal selects a member of the faculty to be his representative on the board of the parent-teacher association. Usually, this person is a woman who is able to join the women, who make up most of the membership of the usual PTA, in their social fetes as they transact the business of the association. The principal as educational leader of the community serves as chairman of the education group or study circle of the PTA and is able to do a great deal of good in telling the story of modern secondary education.

Another teacher may be assigned to handle the very important publica-

tions of the school. These have powerful public relations potentialities. The school newspaper or the magazine reaches the homes of the students; parents and other taxpayers read the journalistic endeavors and they become aware of the secondary education of 1948. The school yearbook with its pictures of individual students and groups of the school has a natural public relations value. As the adult is attracted to the pictures, he is also led into reading the printed matter of the edition. As he does so, he becomes *educated* in the plans, activities, and achievements of the high school.

Teachers who handle the assembly programs which attract parents and other citizens of the community are included on the public relations committee. The dramatizations, the speeches, the musicales, and the forums, which are given in the auditorium featuring the boys and girls, become the means of drawing people into the schools who otherwise would not have occasion to enter. In entering, they see the school *come to life*.

Teachers also promote public relations contacts by displays; by report cards or letters of progress sent home for the pupils; by the conferences with the parents about the possibilities of the children; by exhibitions of the work done in the classrooms; by presentation of the band, chorus, choir, *etc.* in musical programs; and by graduation exercises starring the boys and girls in their highest educational attainments.

The athletic teams as they draw the public into the school give occasion to the coaches as trusted and tried members of the public relations program. The good sportsmanship in winning and losing games gives opportunity for the adults of the community to measure the effectiveness of the school in its citizenship values. Teachers who take their pupils on tours of the community into the newspaper and industrial plants serve the public relations program, for people are touched by school contacts who otherwise would not be as informed of what the schools are doing in educating boys and girls.

Open House at school, usually during American Education Week, is generally headed by a teacher, who seeks to co-ordinate the school program, and the other personnel to interpret quickly the educational activities of the school. Through such affairs, thousands, who would otherwise have only their 1890 ideas of secondary education, come into American high schools. With visits today, they see the enlarged curricular offerings and come to a fuller realization of what skills are being developed to make the youth of today better prepared to take his place—his best place—in the world.

And so, the decentralized building principal type of organization becomes

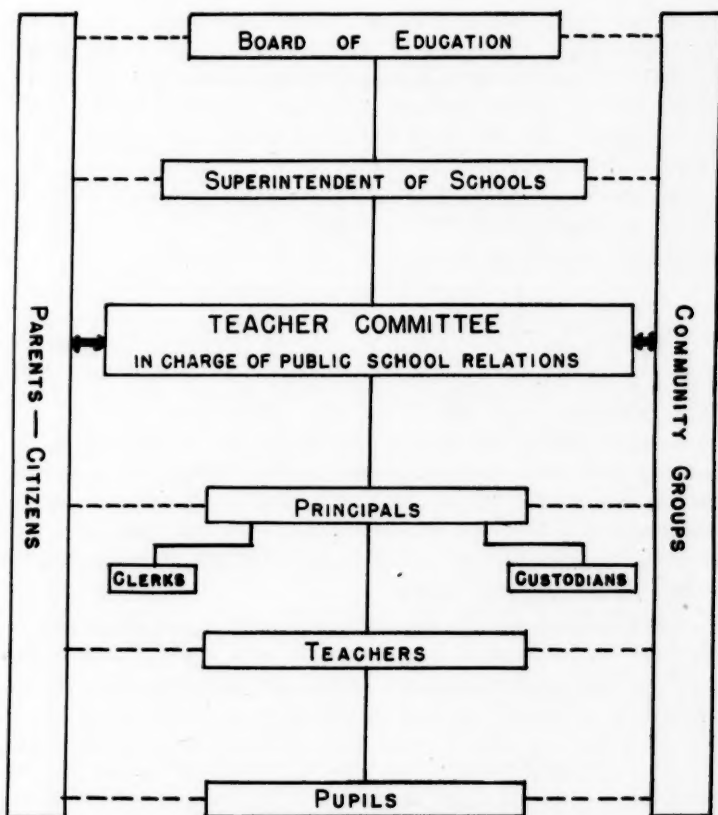


Diagram 5.—TEACHER COMMITTEE type of organization for the direction of public school relations

individualized with the special talents of the principal heading the school. With the personnel at hand, the principal can direct a program that meets the needs of the school in its neighborhood so that "what the wisest and most able parent would have for his boy, the school must provide for its students."

5. The Teacher Committee Type

Teacher committee organization (See Diagram 5) for public school relations is emphasized in Birmingham, Alabama; New Castle, Pennsylvania;

Oklahoma City, Oklahoma; and Sharon, Pennsylvania. These experts who are closest to the pupils in the classrooms have by training and experience a background which can build a sturdy program of public relations. They see the pupil as he is; they know what needs to be done by the school and community to make him the best person that he can become.

In Birmingham, the public relations chairman and committee are appointed by the Superintendent. This serves as an integrating influence. A member of the committee serves as chairman and arranges for informed speakers to address clubs of the community. Members participate to a marked extent in community activities and constantly arrange for public relations contacts. News releases are provided newspapers. Films of the National Education Association are shown during American Education Week.

In New Castle, the teachers' committee also works with the Superintendent of Schools. "Be open and above board in everything" is the policy that underlies contacts with the community newspaper staffs. Films, annual report, budget, and school newspaper are included to keep the taxpayers informed of the conditions, programs, and needs of the schools.

CONCLUSION

As was stated in the beginning, education must be the concern of all the people in a democracy. This is true because the strength of a democracy in a republic such as the United States rests upon the education of the people. As was recently proved in national studies, the better the education of the people, the better the community. It follows that the secondary schools of the nation must move forward to reach more of the adolescents who are bound to become adult citizens and decide the affairs of the times. As the people understand the schools—their program, needs, opportunities—the better they will be able to judge what sacrifices the nation must make to sustain the schools in their humanitarian endeavors to lift the level of intelligence where it will meet the challenges of a nation among nations in the world.

The public relations of schools or corporations or government units require the techniques and the virtues of the person who would win friends. For schools are but people! Teachers, pupils, nonteaching employees together are the schools. Regardless of the type of organization, the school will gain support—be it moral or tax paying—for what it hopes to do as it shares information with the citizens of the community.

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The Principal Interprets His School

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THE secondary-school principal of today, if he is to provide a sound educational program, must show paramount concern for a need of community understanding; otherwise, his program will fail to meet the objectives of a modern philosophy of education. The high school today is a vital part of the community—the focal point of its activities. Without the support of the public, the school cannot function, and the contribution which the public makes toward the schools is in direct proportion to its understanding.

In the person of the high-school principal rests a dual role—that of providing for a two-fold public relations program. One phase of the program, *the internal public relations program*, lies within the school organization itself; the second aspect deals directly with the community, *the external public relations program*.

It is important that these internal and external programs become eternal programs. A public relations program should be continuous, not a fire-bucket brigade for emergencies. A principal, who waits until the need arises before informing his public of a drastic change in his school program, usually finds the public not ready to accept his proposals due to a lack of understanding. There is no substitute for continuity of action—a day-by-day, year-by-year program including the summer months.

INTERNAL PROGRAM OF PUBLIC RELATIONS

Before any worth-while program of interpreting the schools to the public can be begun, it is essential that everyone within the organization itself be in accord. In other words, to set one's own house in order is basic. An important executive of one of our nation's leading industries, well known for its effective public relations program, had been asked by a classroom

teacher to address a large gathering of teachers at a summer workshop. He wished to reach this classroom teacher by phone at school prior to the meeting. Unfortunately the school year was completed and the only person occupying the school building was a custodian. When the custodian answered the phone, it was quite apparent, from his manner, that he had been busy at some spot far removed from the telephone. Unfortunately, on the only occasion this executive had to contact the schools he was impressed unfavorably.

The internal phase of a sound public relations program includes all employees of the school system of the community plus its students. The principal's task here is to provide the necessary leadership in the development of *esprit de corps* among all members of his staff. Confusion is the result, unless the principal and his staff are in agreement in interpreting the program of the school to the public.

Certainly, to obtain sympathetic understanding, the principal must inventory the opinion of not only the public but of his co-workers and of his students. This can best be accomplished by a system of democratic administration, by the forming of various faculty and pupil committees whose purpose it is to agree on a definite public relations program with specific objectives. A complicated organization is not necessary, nor is it desirable. The objectives then should be few and to the point. Everyone concerned should have a clear cut understanding of the *what, why, and how* the schools are doing for the general public.

Everyone is acquainted with the difficulties which arise when a new course of study is handed to a teacher and the teacher is told to conform. Every teacher wants to be informed about the educational program of the school. Principal and teachers must plan and work together or no educational program can succeed. Industry solved this problem by use of the house organ—by which all of its employees are kept informed. The schools can benefit by the use of this same practice. The principal can issue his daily bulletin or his news letter to the staff. Smaller buildings derive the same benefit by a series of noon-day or after-school informal staff meetings. There the social studies teacher is made aware of the changes made by the science teacher in his curriculum. If he is not informed about such progressive changes which may be misunderstood and criticized by the public, he cannot make a suitable answer. In this way, the principal not only promotes harmony and understanding within his staff, but he also materially aids in cultivating within the staff the desire to report to the public all educational

activities in an intelligible and accurate manner. The public cannot be expected to understand matters pertaining to education unless the members within that organization are properly informed.

It has often been stated that good public relations begins in the classroom. Edward L. Knopf in the September, 1947, issue of the *Journal of the National Education Association* speaks of "Thirty Million Salesmen." Where principal, teacher, and pupils work harmoniously in a democratic setting, there develops a sense of belonging and understanding which fosters good public relations. To summarize briefly, the principal's chief role should be that of providing the leadership within his own group by:

1. Setting up a democratic administration.
2. Setting up the means through which *all* members of the organization can be informed about what the schools are doing so that they can report intelligently to the public.
3. Setting the necessary machinery in motion, *via* committees, bulletins, staff meetings, and the like.
4. Maintaining satisfactory relations with the school community.

THE EXTERNAL PUBLIC RELATIONS PROGRAM

The external public relations program is the phase with which most educators are concerned. But without a sound *internal* program, the whole job of interpretation will miss its mark. The principal once again has a major role to play in informing the public. He not only goes out into the community with his educational program, but he also invites the public to participate in affairs of the school. It must be understood that it should not be the purpose of the principal to promote a fire house or carnival publicity program, nor even a selling program, but rather a frank and honest interpretation of the schools to the public. The principal also must bear in mind that his program should be one of continuous public relations and that he must point out both the good and the bad in his school. The principal must reach every person within the community with his public relations program. It is folly for him to cater to a select few.

Taking An Active Part in Community Life

The principal dares not underestimate the value of making periodic favorable contact with all forces which affect the school. The principal should take an active role in the social, civic, and religious life of the community. He should belong to one of its business or civic clubs and should continuously act as the representative of the schools in these organizations. He should accept with all willingness proffered positions in Community

Chest and Red Cross drives and other civic responsibilities. The principal should invite and welcome loyalty and support and criticism. He should give honest and frank appraisals of the school and should go out of his way to discourage and dispel gossip.

The alert high-school principal should arrange for membership of key members of his staff in all major civic, business, and professional organizations. He should arrange their schedules so that they can attend all meetings, particularly, should they be during the noon hour. This association of members of the teaching profession with people from all walks of life is so important that the principal should make every effort to have the memberships to these organizations paid for by the school itself. This procedure should be followed until members of the teaching profession are paid salaries commensurate with similar fields of endeavor in other professions.

No principal can single handedly interpret the school to the community, nor is it advisable for him even to attempt it. An understanding staff and student body are ever eager to tell their story. The average teaching staff contains very capable and talented people. The high-school principal may arrange a speakers' bureau so that qualified members of the faculty will speak before organizations of all kinds throughout the community and surrounding areas. These people can present not only their views on education, but also their hobby interests and other specialties before a gathering. In every faculty there are hunting and fishing enthusiasts, perhaps an expert in ceramics, or a student of the classics. Unfortunately the public oftentimes has a limited view of the proficiencies of the teacher, but it is amazing what an effect a mathematics teacher can have upon a philatelist group when he brings before them many years of experience and travel in the collection of stamps. Each time the principal brings such key teachers to public notice, he wins additional support for the school.

Valuable as it is to bring the many-sided interests of the staff to the community, it is equally valuable to have members of the community bring their talents into the classroom or school auditorium. A vocational group of boys would welcome a visit from a local contractor, auto mechanic, bricklayer, carpenter, or plumber. The speaker would leave the school with a better understanding of its program of vocational guidance and a keener insight into its vocational education program. The principal would find it convenient and helpful to set up a directory of the important speakers and leaders in the community whose experiences, talents, and interests contribute personally to the educational program of the school.

Helpful Techniques

When the principal arranges his speakers' bureau, he should not overlook the possibility of the students themselves appearing before the various community organizations. Any normal student body presents a wide variety of talent, which can well be presented before all types of gatherings. Too often the only time the students appear before the public is on the athletic field. While athletic programs of the school excite much public interest and appeal, many other phases of the school program are of equal value.

The value of a house organ or news bulletin, distributed by the principal to his staff, has already been mentioned. News bulletins should not always have this limited distribution. There is no better way to disseminate information than to route educational bulletins to outside agencies such as the newspaper and radio. The school newspaper or magazine is highly sought after by parents and friends of the students, and as such is an important instrument for interpreting the school.

Over a period of years many schools have experienced the popularity of the panel discussion with the community. Such a panel should comprise representation from the faculty, student body, and the public. Discussion of such educational problems as teachers' salaries, school building program, boy and girl relationships, and the like arouse considerable interest in any community. Usually such panels are presented to the student assembly, but the public interest could become so pronounced that evening forums and panels could be arranged. In order to distribute the discussion over a wider area, such programs may be given air time over the local radio station.

Since the war, many radio stations have sprung up in communities throughout the nation. These stations have accepted the philosophy of serving the community. They are eager to present the school's everyday activities to the listening public. The high-school principal, who fails to arrange weekly programs over the local radio station, is missing an excellent opportunity to interpret his school to his community.

Educators today planning new schools are visioning the schools of tomorrow as community schools. They foresee maximum use of school facilities by all of the community for a longer day over a longer period of time. Does this mean the high-school principal must wait for a new edifice before his school's facilities are made available to the public? Adult evening classes can be arranged to meet the needs of the community. The war opened the doors of many of our schools for the first time, as machinists, welders, air-raid wardens, and first aiders were trained in our public high schools. Men-

bers of our high-school staffs either provided the instruction or were students themselves. The public was drawn into the school and the school had a marvelous opportunity to evoke its interest.

Just as the principal sends daily bulletins to his staff for purposes of information, so must he inform his community about his school. The public supports best that which it understands. Members of a school staff, some pupils, and parents realized a change in the system of reporting pupil progress to the parents was necessary. Over a period of years, parents had become accustomed to receiving the standard type of report card. The new report card represented a sharp contrast to the old. The principal prepared a series of bulletins to the parents which stated the case honestly and frankly. Present inadequacies were listed; reasons for desired change were enumerated; comments and suggestions were invited; open forums and panels were held. After about twelve months of developing community understanding, new report cards came into being. The parents were ready; they understood and welcomed the change. Similar situations where principals or even boards of education introduced new report cards to the public are not uncommon. In some instances, the criticisms of an uninformed and unenlightened public caused a retrenchment of the proposed policy of new report cards.

Working With Parents

An active parent-teachers association can be one of education's biggest boosters. Parents possess most interest in the school when their child begins his schooling in nursery or kindergarten. Interest seems to lag as the child approaches high school, with the result that one finds fewer active parent-teacher groups at the secondary level. Is it possible that the schools themselves are partially to blame for this unconcerned attitude on the part of the parent of the high-school pupil? The parent attends school functions largely because of the insistence of the child. No one can dispute the enthusiasm a kindergarten child has for his school and teacher. The school that can foster that enthusiasm of its pupils until graduation day will, by the very nature of its program, build good public relations. Principals, who have worked with parent groups at both the elementary and the secondary level, have often been discouraged with their failure to reach all of the school community through this medium. The author's school has had social teas for mothers, smokers for dads, card parties, dances, school entertainment, educational programs, and all the other techniques employed by all schools to a degree of

success until the real pattern for the promotion of parental interest became evident.

Parents, like pupils and teachers, want to possess that feeling of belonging, that is so much a part of human behavior. Last year the author's school faced a problem which seemed unsurmountable by his staff, student body, and himself. Due to building expansion many of the pupils were forced to come to school from great distances without school transportation. This, coupled with the fact that, due to unsettled home conditions, more and more pupils brought inadequate lunches to school for the noon-day meal. School nurses and doctors substantiated the author's views that these conditions were affecting the mental and physical health of the pupils. Here indeed was an excellent chance to give the community an opportunity to share in a real problem confronting the school. Series of bulletins and statistics were sent out to parents explaining the situation. Committees of parents were organized to study the problem together with pupil and staff committees. There seemed to be only one solution—a school hot-lunch program—and the community recognized the need. No funds were available at the time, but all felt the hot-lunch program should be instituted immediately. The drive started. Hundreds of parents attended meetings at the school. A boys' locker room was converted into a kitchen. Fathers, mothers, teachers, and pupils worked together. Some did carpentry; others painted. A dusty unused ice box was unearthed in the cellar of one of the parents. With the aid of some war-surplus materials and fifty dollars donated by the PTA, the first hot lunch was served less than six weeks after the campaign was launched. A dietitian and mother of one of the pupils volunteered her services the first year without pay. Over forty mothers organized themselves into groups of four to serve for a period of one school week in the kitchen. In less than a year's time, the school kitchen had grown into a first-class cafeteria and the health problems began to lessen or disappear entirely. An important outcome of the program was that hundreds of parents developed an interest in the school such as hitherto had been unknown. For the first time, many parents felt that the *schools really were theirs*. Without such community support, no educational program can really succeed.

Visitors to schools are greatly impressed by the manner in which they are received. Imagine what an effect a cordial reception must mean to someone entering the school with the idea of finding fault with Johnny's teacher for a low mark in algebra. A principal, together with staff and student council, might well consider the advisability of setting up a student's recep-

tion desk in the foyer of the school where visitors are cordially and graciously received. My students, teachers, and parents combined efforts to equip a teacher-parent conference room with rugs, over-stuffed furniture, drapes, floor lamps, pictures, and magazines. Here parents and teachers can relax and discuss educational matters with more freedom than can be obtained in an office, classroom, or even the home itself.

TWO PROGRAMS MAKE ONE

The principal's program of public relations then is two-fold. It is not a case of one program or the other, but rather of two programs operating simultaneously day in and day out. The principal cannot depend upon anyone but himself to provide the necessary leadership to develop within the staff, pupils, and community a sense of loyalty and pride in their school.

Any program of public relations is only a means to an end. When the principal has done all these things, he has made a forward step in helping the school reach its place as a vital, vibrant force in the life of the community.

When the enthusiasm and spirit of the principal extend beyond the walls of the office and classroom into the hearts and minds of all members of the community, and when his program of public relations is sincere, honest, and understood, then only can a power be energized which can emerge above all other plans—valuable as they may be—of a good sound program of interpretation.

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Please Be Seated

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MOST of us will agree that the success or failure of a school public relations program depends upon the confidence which parents and the public in general have in their schools. One of the factors which must be considered is the personal relationship which is established whenever direct contact occurs between a member of the school staff on the one hand and the public on the other. The principal, teacher, counselor, school doctor, nurse, attendance officer, and many others all play important roles in this respect. In addition, a number of these personal contacts are made in the high-school office every day because the office is usually the nerve center of the building and through it are channeled a great many of the problems and activities of the students, the staff, and the immediate neighborhood. Good will and confidence can be established and strengthened by tact, courtesy, dignity, and efficiency in the school office. Without doubt the person who occupies the key position in this relationship is the school secretary.

THE SECRETARY MEETS HER PUBLIC

As the professional functions of the school administrator have broadened in recent years, so have the duties and responsibilities of the school secretary, especially in the community-centered modern high school. She is now much more than just a skilled typist or records clerk. She now occupies the very strategic position as liaison officer in bringing about improved relations between the school and its community. There is no doubt that the significance of her function is being recognized to an increasing extent, especially by the secretaries themselves, as is evidenced by a new and decidedly professional point of view toward their service to the schools. As Louise Henderson Nelson, Supervisor of Secretarial Services in the Philadelphia schools, points out in a recent article in *School Management*,¹ she is in reality a public re-

¹Henderson (Nelson), Louise H. "The Important Role of the School Secretary," *School Management*, January, 1947.

lations expert and, as such, it is essential that she know and understand the philosophy of her school and of the school system in which she works, so that she may interpret them properly to the persons with whom she has contact in the school office and elsewhere.

If we accept the fact that the school secretary has this public relations function, we must then exercise great care in the selection of persons for the position. It should be anticipated that her duties will include clerical, personal, and secretarial responsibilities in the school office. As a clerk, she must be able to take care of records, reports, correspondence, and filing. On the personal side, the secretary has to deal with pupils, parents, teachers, and school officials. She is frequently the first point of contact with parents and must be ready with sympathetic understanding if that is indicated. It is she who will most frequently receive complaints about unpleasant situations which occur in the school and her judgment and tact can be invaluable. In her secretarial capacity, she frequently represents the principal and must be prepared to exercise good judgment in such cases.

The secretary must have intelligence and skill. She must possess personality, be well groomed, be tactful, and have a good working knowledge of the school, its organization, its curriculum, its aims and ideals, its methods, and its personnel. She will have considerable information about individual pupils, their home conditions, and the problems and resources of the school community. All of these things can be of inestimable value in furthering good public relations in her school.

In Philadelphia, applicants for the position of school secretary present a transcript of their school records, take an examination in stenography and typewriting, take an intelligence test involving situations they may have to face in the schools, present themselves before an oral committee for a personality rating, and also pass a physical examination. We believe that all of these steps are necessary in the selection of persons for this very important position in our school system. It should also be understood, of course, that in Philadelphia, school secretaries, along with other professional employees, enjoy retirement privileges, tenure, hospitalization, group insurance, sick benefits, and sabbatical leave. It is our hope that the remuneration, while fair at present, will be made more commensurate with the responsibilities we now attach to the position and that the work of the school secretary will receive appropriate professional recognition through state certification.

After candidates have qualified for positions as secretaries and before they actually assume their responsibilities in a school office, they should re-

ceive careful training for the specific assignment they are to undertake, with particular stress upon developing an understanding of the importance of school-community relationships and the part they will play in the program. In Philadelphia this training is under the direction of Mrs. Louise Henderson Nelson who maintains close contact with newly assigned secretaries and is on call to help experienced secretaries when requested to do so. Philadelphia is fortunate in having secured for this work a woman who has given intelligent and consecrated service to her chosen field for many years. Mrs. Nelson organized the National Association of School Secretaries and served as its president from 1934 to 1940. She has also organized and directed workshops for secretaries at Columbia University and at Purdue University in addition to her activities in Philadelphia, which now include in-service courses which secretaries attend on a voluntary basis.

THE SECRETARY GROWS PROFESSIONALLY

In 1945 the School Secretaries Association of Philadelphia requested that members of their group be included in the summer workshop which is sponsored each year by the Board of Public Education and which previously had been limited, for the most part, to teachers and administrators. The request was granted and a large number attended that and subsequent workshops, both in Philadelphia and in other places. It was the writer's privilege to be consultant for the pioneer group in Philadelphia and it was a very stimulating and enlightening experience, it being immediately evident that the secretaries who attended were quite aware of the fact that they were performing a highly significant public relations function in their schools. That they desired to perform that function as graciously and as expertly as possible was clearly revealed as the workshop program developed. Not only was there a sincere attempt on the part of those present to improve themselves as persons and as technicians, but there was also constantly in evidence a desire to extend to those not able to attend the sessions an opportunity for professional growth through the medium of a carefully planned in-service program, the detailed outline for which was developed by the workshop group.

It might be of interest to note the scope of the workshop program in which the requests and suggestions of the secretaries themselves were followed as much as possible by the steering committee. Three talks were given by representatives of the John Powers School for self-improvement, one of which was followed by a fashion show by the Bonwit Teller Store. Five

very practical lesson demonstrations on voice control were given by Dr. Hertha Tarrasch, a prominent physician of this city. Other topics included in the program were: The Technique of the Interview, The Secretary's Part in Public Relations, Living Together, Child Study, Introduction to Education, and many others. Two consultants who were specialists in English gave direct instruction in good English usage and in reading for leisure and improvement. Technical help was made available through a demonstration of mimeograph equipment and through a visit to the payroll department of the schools to observe the operation of business machines. It is clear from the above report of the Philadelphia Workshop that secretaries as individuals and as an organized group are desirous of improving public relations by improving themselves.

THE OFFICE HAS PERSONALITY TOO

First impressions are often significant ones. It is important, therefore, that the high-school office be truly representative of the atmosphere and of the purposes of the school. In considering the office as a factor in public relations, we must give attention to its general appearance and to the efficiency with which it operates.

The office is a place where intimate personal contacts are being made constantly. It should, therefore, be made attractive, artistic, and inviting. This may be accomplished by the use of appropriate pictures, including, if possible, the work of students, artistically arranged flowers and plants, and bulletin boards and posters prepared in such a way as to be informative and thought provoking. Chairs, tables, or other furniture can be selected and placed for the comfort and convenience of visitors. The alert community-minded principal will make available to his guests copies of the school magazine or other school publications, stimulating educational reports, and other pamphlets or literature which may have an appeal to parents and other visitors.

While it is, of course, true that as school people we are vitally concerned with the human side of the school office, it does not follow that we may neglect that other equally important element in establishing good public relations, efficiency of operation. We like our visitors to feel at home in our offices but we also want them to recognize the fact that we can and do conduct our business efficiently. We can be sure that school patrons are fully aware of the manner in which they are treated in an office and that they appreciate promptness and thoroughness. Efficiency is not an accidental

thing. Rather is it the result of careful co-operative planning by the principal and his staff, which in turn pays handsome dividends not only in the smoother performance of school tasks but also in increased confidence on the part of the public. When the schools are compared with other public institutions whose employees meet the public, the writer is confident that the schools are doing an excellent job. However, improvement is always possible and a few suggestions may be in order.

A large proportion of the inquiries which come to the high-school office, either in person or by mail or telephone, concerns the pupils and can only be answered by consulting one or more of the pupil-personnel records, including scholastic marks, citizenship ratings, attendance, or medical reports. If such inquiries are to be handled with dispatch, it is imperative that all of these records be available in a central place. The school office or a faculty room adjacent thereto is the logical place. Furthermore, all such records should be complete and up-to-date, integrated as far as possible, and so simplified that they may be readily understood and interpreted.

In the Philadelphia high schools, grades seven to twelve, there has been in use for some time a cumulative record card for each pupil which is designed to accomplish these purposes. Current records are available in the adviser's roll book which is usually also kept in the office. All of the cumulative record cards for each section are filed in a strong metal cover from which they may be removed easily when necessary. The data include complete records of attendance and subject marks; the results of standardized educational, personality, and aptitude tests; and a record of the pupil's activities and interests. The reports of the complete physical examinations are also inserted with these cumulative record cards so that a full educational and physical picture of the pupil may be obtained by consulting them. Delays and annoyances are sure to occur if these records must be obtained from class advisers or from a remote organization room.

The letters and reports which go out of a school office reveal clearly whether the principal and his staff recognize the function of the school as a social institution. Correspondence should reflect warmth and personal interest and not be academic or distant in tone. The letters or reports should be complete as to information, intelligently organized, and attractively arranged and typed. There can be no excuse for carelessness, especially if the material is being sent to persons who are in a position to evaluate the school. Prompt, systematic filing may seem to have a rather remote effect on public relations, yet this is considered very essential in the offices of business

concerns and cannot be neglected if information is to be readily accessible in the school office. A supplementary system of cross-file cards, arranged by subject, has been found by the writer to have considerable value in locating certain filed material. Filing cases, ample in capacity and cleared regularly of obsolete correspondence, directives, and records, should be conveniently located for the use of the secretaries. Inasmuch as school offices are often called upon to supply information to the public on a variety of subjects not exactly germane to the particular school but rather to the activities or plans of the central offices of the school system, this type of material should also be readily available.

The desk of the office secretary should be placed in such a position that she is immediately aware of the arrival of a visitor in the office. Other physical arrangements also merit careful study. A plan suitable for one situation may not apply in another but the main purpose should always be kept in mind; namely, the elimination of delay and embarrassment to all persons who may have occasion to call at the school office.

THE TELEPHONE AS AN INSTRUMENT IN PUBLIC RELATIONS

The use of good telephone techniques is vitally important in the school office. The secretary or other person who answers the telephone represents the school in a very real sense and either consciously or unconsciously gives the caller a brief but clear picture of the attitude of the school toward the public. The one who calls the school usually has a very important reason for doing so; and no matter how busy the secretary may be at the moment, or how unpleasant a previous telephone call may have been, she must remember that the person at the other end of the line cannot possibly be aware of these circumstances and even if he were, is still entitled to courteous, prompt, and helpful attention. Parents may call the school seeking information about their children, to give reasons for absences or lateness, or even to seek help with some personal problem which faces them. Some of these parents may be unfamiliar with the use of the telephone, may not be entirely at home with the English language, or may have had experiences which give them a feeling of insecurity or fear when calling a public institution. In any case, if the secretary is abrupt or appears disinterested, the school has lost a friend. On the other hand, if her telephone manner reveals that she is genuinely interested in the person calling and desires to help in any way she can, much good will can be gained. Patience and courtesy over the telephone also pay big dividends in improved public relations. This

is regarded almost as an axiom in the business world and should be so regarded by us.

However, maintaining good relations by means of the telephone requires more than just a pleasant voice and a courteous manner, important as these things are. A great deal will depend upon the secretary having a thorough understanding of the purposes and program of the school and upon the completeness of her information regarding the building, the personnel, and the manifold activities which characterize the high school of today, including perhaps such things as the football schedule or the starting pitcher for the afternoon game. Many of the points covered in earlier sections of this report are applicable to telephone interviews as well.

Business houses frequently have a prescribed form of response which telephone operators or secretaries are required to use and many school systems do likewise. A good sequence might include a pleasant greeting, identification of the school, the secretary's name, and an offer of service. For example, *Good Morning, this is Roxborough High School, Miss Smith speaking. May I help you?* Care must always be taken that this sequence does not degenerate into mere patter. If it does, the result will be opposite to that which is desired.

When the person calling has stated his business, it is the responsibility of the secretary to take care of the matter herself if it is within her jurisdiction to do so, and, when that is not possible or preferable, to route the call to the member of the staff who can. Whenever a call is transferred to another person in the school, the secretary should keep her contact with the call open until she is sure the proper person has answered and is taking care of the matter. Courtesy and intelligence are, of course, equally important with outgoing calls. The thoroughness and dispatch with which telephone business is handled is usually a good measure of the efficiency of the high-school office and has a corresponding result in maintaining good public relations.

PLEASE BE SEATED

Some schools have found it possible and expedient to set aside a special room where parents or others who have called to interview a member of the staff may wait in comfort. There are other definite advantages in this arrangement. If the visitor waits in the main office, he may overhear conversations with other parents or portions of telephone calls, either of which may be confidential in nature or open to possible misinterpretation. In addi-

tion, routine office work proceeds more efficiently if strangers are not present. It is much more sensible and businesslike to have the visitor ushered into a room which has been carefully planned to accommodate him and in which there are books, magazines, and reports to interest and enlighten him. This reception room should be arranged with a thought for beauty and usefulness. Appropriate rugs, drapes, and pictures will add tone to the room, and flowers and plants can be used to make it appear more homelike. The conferences with staff members might very well be held here also, in which case it should be possible to have an adequate amount of privacy for the conferees.

THE STUDENTS HELP

Many schools make valuable use of students as messengers and receptionists. This adds a very gracious personal touch to the greeting which visitors receive when they arrive in the school. In the writer's school, the receptionists are usually upper-class girls who meet together regularly in a club group for the purpose of receiving instruction in good grooming and in good receptionist techniques, including graciousness and helpfulness. Two of these young women are assigned to duty at a desk in the front corridor. It is their responsibility to greet all visitors, ascertain their business, and conduct them to the main office of the school where one of the school secretaries promptly confers with them. Office messengers, also usually older students, are available to take visitors to other parts of the building to meet a teacher or counselor if that is necessary. Care is taken in scheduling these assignments so that these pupil aids do not lose too much time from their classes. The plan is of definite value in our program of public relations.

First the Teacher

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WHAT adult doesn't remember the teachers much more vividly than anything else about the schools of his childhood? Sixth-grade arithmetic isn't even a blurred memory for me, and the geography of that warmly tinted era resolves itself not into specific memories but into a somewhat meager assurance of the fact that "I found out something about the world that year in school."

But our teacher, Edwin Allen, strides as manfully in memory as he ever strode in the flesh across the hardened North Dakota snowdrifts, hiking *into* town in all kinds of winter weather. His cat-like walk down the aisles; his reserves of physical strength epitomized by his four-mile hike to and from school every morning when he could have lived comfortably in town; and his air of knowing all about everything that boys and girls could want to know concerning the big world that lay east, far east of the elevators of Norma on our horizon seven miles away—these were school to us. These and his qualities of justice with understanding, enthusiasm with self-control, and humor with kindness made us and our parents believe that the school was serving well its purpose.

If our parents had ease of mind about the curriculum and the school services when Allen taught us, they had deep doubts on the same score when my brother and I were in ninth and Orin Fogg was our mentor. Fogg and the school stood for hot-headed throwing of erasers at exuberant youth and for curious and unexpected lapses in self-discipline as well as in class discipline. He stood irrevocably in my mother's sturdy Swedish code for undependability; and the school, therefore, taking on his character, became a sometimes-questioned influence in the town. It was then, I think, my mother volunteered her services under state law to teach Bible to the pupils in the school.

THIS GENERATION

A long generation has passed and now I learn from my sons what high school is like. My profession has taught me much about the multiform, multi-colored modern school. It has been my pleasure to help in what I like to think of as its evolution. I have watched with earnest respect the development of its program of studies and the expansion of its services to the community and to youth. For more than a decade I have assisted with anxious care in the preparation of teachers for our modern schools. I have been one of those who taught through books, articles, speeches, and classes that school people must use every method possible to explain the school to the public.

All these things I have done. Yet when my sons talk at supper about school, I forget much that I have learned and much that I have taught about agencies and devices for interpreting the school. Instead I think as I thought when a boy—that the teacher is the school, and that no other means for reaching the public can ever mean so much as a good teacher doing a good job. Generally stated, it sounds trite. It is important, therefore, that the general statement be resolved as teachers are into the specific, the individual.

To begin with, the teacher is an interpreter of the school all the time—in the classroom and out, when she means to be and when she doesn't mean to be—when she encourages a musically inclined sixth-grade boy to take home her own album of *Aida* and when she takes the lead in establishing a Canteen.

BY THEIR WORDS . . .

In anybody's town, in our Elmwood,¹ for instance, teachers go their ways, ambassadors of the schools. For instance, Jane Newton was a school interpreter the other evening down at Biff's Sweet Shop though it probably never entered her mind that Paula Jeffers, who was with her, and Dr. Stair, who overheard from the next booth, were judging the school by her. It was a simple little incident. I don't know how many times it has happened in Elmwood. Paula asked about the school lunch program that we have instituted this year and Jane answered with a faint trace of annoyance, "Really, Paula, I don't know a thing about it; that's in Bess Hanson's department." Doc thought enough about the incident to mention it to me. He wondered if we don't tell our teachers what we are doing. He had no means of knowing that Jane knew as much as Bess about it but never took the trouble to explain.

Tom Billings, our former coach, was saying more than he realized about the school when he was *raising Ned* one evening in Hurst's drugstore because Charlie Green felt he could not give Tom Beesom, the star forward, a high

¹The town and the persons mentioned in this article are fictional and any resemblance to real persons or events is coincidental.

enough grade in world history to permit him to play in the tough game with Woodville the next night. The hot sports around the drugstore may have had cooler reflections later about the school and its purposes. Anyway the whole town knew about it, and remembered the coach's classic, "The stubborn old fool isn't behind the team."

Lorraine Burton was probably just indulging in self when she turned up her delicate nose and remarked to Helen Morris down at the bus station the other day that Elmwood is awfully dull. She wondered what such an artistic person as Helen ever found to talk about with dull people. Lorraine is art supervisor and Helen says she is genuinely fond of her. However, Mrs. Bill Elliot overheard the remark and told Mrs. Al Porter about it. It was no time before my wife heard in women's circles how snobbish our schools are getting "from top to bottom."

Some of the people in town who have heard John Miller explain that teaching is just a stopgap for him have the impression that teachers, unlike doctors, lawyers, and other professional leaders they know, may be in teaching just for what they can get out of it. Too often John adds to the local disillusionment by referring to teachers, men and women alike, as "school marms." He, no doubt, thinks of himself as being a private person and in no material way a symbol of public education.

AND GLADLY SERVE

There is the other side of the ledger, of course. Kate Woodward, mathematics teacher for a generation, has always been one of the leading influences in town for fair play and high standards of conduct. The old boys always look Kate up when they come back. In all her many tilts in school and out, for the things she, and by implication the school, stands for, she has never thought of herself as a public relations agent of the school. Yet when she stopped a town bully from beating up on a lad two-thirds his size down by the People's Garage last year, she gave the school one of the most eloquent tributes it has had as an educative influence in the town.

When Madeline Carlson carried her better-nutrition crusade into most of the homes in town through her pupils and through every community agency she could touch, she wasn't doing it deliberately to advertise the school or her home economics department. Nonetheless, she taught the town that the school has in mind more than giving pupils a few facts during a few hours of each day. The so-called special departments are all more highly regarded as a result of her efforts to make the community more healthful and to give her students a better realization of the use of what they were studying.

Jokingly we started calling Mrs. Janie Wilson the "mayor" because so many people in town grew so accustomed to her unflagging community service and her sound judgment on issues that the mayor started asking her to head important committees. A widow, fat and forty, with perfect mental health, she never gives a thought to the fact that every day she increases the school's stature just by being what she is and doing what she does.

CONCLUSION

So it is that unwittingly and sometimes even unwillingly the teacher is a public relations agent for the schools. That is her destiny all of the years of her service. But that is not to say that she should play no deliberate and carefully planned part in a good public relations program. This is an age that requires the most that can be given in a co-ordinated day-by-day program of explaining all of the school's activities and needs to all of the people through every agency the school can legitimately employ. At the very heart of such a program must be the teacher working through the classroom, extraclass activities, and community contacts.

Much has been said and written about such programs. For the present purpose it will suffice to say only that every teacher in the school system should have a clear understanding of the objectives of the public relations program for the year and definite responsibilities in that program. Her greatest efforts may lie in the preparation of exhibits or demonstrations; they may be in organization or committee work or in talks before community groups. If every teacher understands the objectives and knows the school from A to Z, her directed services, wherever they lie, may be most fruitful for the school and, beyond it, for the community. And, serving deliberately in such a program, she is likely to become a better teacher and a far better interpreter in relaxed and off-duty hours when she is being only herself.

The Co-ordinator Makes News

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DURING the past two-hundred fifty years the concept of school supervision in this country has been considerably modified. Early in our history, supervision was thought of as being solely inspection and rating of teachers. Later on, the concept was expanded to include direction and enforcement of teachers' curricular activities. Not until a few years ago had the modern point of view been expressed—that the job of supervision is co-ordination and leadership of the educational program.

Although all of these concepts of supervision are still held today, it appears that the modern point of view is gaining acceptance at the expense of the older one. Titles of recent books on supervision reflect this trend. For example, the 1946 yearbook of the Association for Supervision and Curriculum Development is entitled *Leadership through Supervision*; and the 1947 edition of a volume by A. S. Barr, William H. Burton, and Leo J. Brueckner is called *Supervision—Democratic Leadership in the Improvement of Learning*. Strong evidence, also, of the trend toward the modern concept of supervision is the nature of the titles being given to supervisory personnel in city and county school systems. The title "supervisor" is still prevalent, but such titles as "co-ordinator" and "consultant" are being increasingly used, especially on the secondary-school level of operation.

As the function of supervision changes from inspection, rating, and imposition, to that of co-ordination, leadership, and service, the public relations aspect of supervision becomes more apparent. In practically every recent statement on tasks of the school supervisor or co-ordinator, considerable importance is given to that aspect. An investigation¹ has shown that the area listed by the greatest number of supervisors as needing the most advance was the improvement of public relations. County and city superintendents

¹*Leadership through Supervision*, 1946 Yearbook of the Association for Supervision and Curriculum Development. Washington 6, D.C.: National Education Association. 1946. Pp. 70-72.

and personnel in state departments of education throughout the country, according to this investigation, ranked improvement of public relations in fourth and fifth places respectively. Moreover, in a report² on county secondary curriculum co-ordination in California, it was revealed that more than one of every five secondary co-ordinators in that state listed public relations activities as being among the three most time-consuming activities of their position.

UNIQUENESS OF CO-ORDINATOR'S POSITION IN PUBLIC-RELATIONS ACTIVITY

The trend toward greater emphasis on the public relations aspect of supervision or co-ordination seems very desirable and reasonable. Probably no one in the educational profession is more appropriately concerned with the promotion and improvement of public relations than the curriculum co-ordinator. As a liaison worker between school administrators and teachers, he is enabled to acquire an understanding of the problems and potentialities of both; and as an educator primarily interested in the improvement of the learning situation, he comes to understand the nature and nurture of children and youth. Thus, the co-ordinator is often the educator best informed about the school program in its totality. In addition, he is frequently the educator who best knows the needs and resources of the community. Such information is essential to him as he serves teachers in their efforts to develop community-centered education programs.

Having a basic and extensive knowledge of both the total school program and the community, the co-ordinator is in a strategic position as far as public relations are concerned. His acceptability to laymen is heightened by the fact that he is neither a school administrator nor a teacher, but one who works with both in the interest of the youthful citizens of the community. It seems that the laymen sometimes regard the interests of school administrators to be of the vested or political variety. As for the individual teacher, his interest is often considered to be limited in scope and of relatively little influence on public relations. The co-ordinator, however, appears to be recognized as an educator with a breadth of school and community vision and usually without a deep-seated vested interest.

Besides these factors, conducive to the suitability of curriculum co-ordinators for public relations work are the factors of their training and personality. A report³ on county secondary curriculum co-ordinators in California

²Mushnitz, M. E.; Allen, Hollis P.; Palm, Reuben R.; Fielstra, Clarence; and Lindsay, Frank. *Report of Committee on Survey of County Secondary Curriculum Co-ordination in California*. Sacramento: The Committee. November 25, p. 6.

³*Ibid.*, p. 4.

shows that eighty per cent of the secondary co-ordinators in that state in 1946 had master's degrees and thirty-three per cent had doctor's degrees. A nation-wide study⁴ indicates that approximately seventy-five per cent of the supervisors and co-ordinators employed in 1946 had master's degrees and ten per cent had doctor's degrees. Such academic training is high as compared with that of other educators in the public schools. In terms of experience the co-ordinators also compare most favorably with others in the profession. It is in the quality of personality, however, that curriculum co-ordinators may be at greatest advantage in public relations work. Their employment by school administrators to co-ordinate the educational program is evidence of confidence in their expertness with human relationships. Such ability is essential not only to co-ordination of educational activities within the school system but also to the co-ordination of community and school activities.

The Co-ordinator in Community-School Relationships.

It is generally recognized that the school greatly benefits from the interest, co-operative planning, constructive criticism, and vigorous support of laymen in the community. The converse of this statement is also true, that the community benefits from close relationship with the school. The opportunities of the curriculum co-ordinator to achieve desirable school-community relationships are many and diverse. Among the avenues of action which he may follow are these:

1. Participating in the activities of the community co-ordinating council
2. Being an active member in church and service club groups
3. Assisting teachers and pupils in conducting community surveys
4. Assuming leadership in Community Chest, Red Cross, and similar fund-raising drives and assisting in the carrying out of programs based on such funds
5. Working with such social-welfare agencies as the race-relations society, social-hygiene society, family-living society, and the like
6. Co-operating with the Chamber of Commerce in the improvement of the community
7. Assisting in the carrying out of such community projects as fairs and festivals
8. Taking part in community forums both as leader and as audience member
9. Accepting speaking engagements with lay groups as well as with school groups whenever possible
10. Serving parent-teacher organizations as consultant and in various other capacities
11. Contributing articles to local newspapers and other periodicals as well as to professional journals
12. Developing and assisting in the presentation of school- and community-centered radio programs

⁴Leadership through Supervision, op. cit., p. 35.

13. Consulting with industrial and business concerns, labor and farm groups, and governmental agencies concerning mutual goals and problems
14. Discovering key persons in the community and resource personnel from various walks of life who may be invited to plan with teachers, talk with pupils, and take part in many other ways in the development of the education program

In each of these suggested activities the curriculum co-ordinator acts as a liaison worker who attempts to interpret the community to the school and the school to the community while he seeks to relate the activities and resources of each to the development of good citizens and to the improvement of society.

Several specific examples of the public relations aspects of the work of the curriculum co-ordinator are described in some detail in a volume entitled *Group Planning*.⁵ Many other examples are given in articles published in issues of *Educational Leadership*.⁶

PROFESSIONAL ACTIVITIES OF A SECONDARY CURRICULUM CO-ORDINATOR

As an illustration of the nature and extent of the public relations aspect of the work of a secondary-school curriculum co-ordinator, excerpts from an outline report⁷ made in 1945 concerning the co-ordination activities of a San Diego County Schools staff member are herewith presented:

County Curriculum. Co-ordinated curriculum committee activities and prepared curriculum materials for secondary schools of San Diego County

1. Visited high-school classes on invitation
2. Advised with administrators and teachers on curricular plans, on articulation, in textbook selection, and in other matters whenever requested to do so
3. Advised with curriculum committees of individual schools as well as on a county-wide basis
4. Served as panel chairman at city-county administrators' meeting on *Education for All American Youth*
5. Assisted in introduction of the *California Cumulative Guidance Record* folders throughout the county
6. Co-ordinated preparation of educational monographs for San Diego County
7. Prepared curriculum bulletins, bibliographies, charts, *etc.*, for secondary schools and distributed teaching materials from the U. S. Department of Education, the National Education Association, State Department of Motor Vehicles, San Diego Chamber of Commerce,

⁵1945 Yearbook of the Association for Supervision and Curriculum Development, a department of the National Education Association.

⁶Journal of the Association for Supervision and Curriculum Development, National Education Association.

⁷Report made by Clarence Fielstra to County, Superintendent of Schools John S. Carroll.

State Department of Education, and United States Armed Forces Institute

8. Assisted in correlating activities of the Audio-Visual Education Department with curriculum work
9. Assisted in development of a central curriculum library and laboratory at the Civic Center
10. Interviewed candidates on behalf of the County Schools Personnel Selection Committee for positions on the staff
11. Administered achievement tests for private school wishing accreditation to University of California
12. Legislation
 - a. Participated in legislative conferences throughout the state
 - b. Presented to the Education Committee of the State Senate *Constitutional Amendment No. 16* which was later passed by both the Senate and the Assembly

County Institute. Represented secondary schools in the county institute program

1. Helped plan program
2. Transported several speakers to institute centers
3. Served on institute panels

Department of Education. Represented county schools to the State Department of Education with reference to the secondary curriculum

1. Took part in various conferences called by the State Department of Education
2. Held personal conferences with several staff members of State Department of Education

Educational Institutions. Did liaison work with educational institutions and agencies including University of California at Berkeley, University of California at Los Angeles, Stanford, San Diego State College, Claremont College, and other colleges and universities

1. Took part in educational conferences called by these institutions
2. Assisted in serving as host and interpreter to visitors from universities and colleges
3. Sought advice and guidance from each of them concerning county program
4. Helped develop for San Diego County institute programs in which university men participated
5. Helped publicize University of California Study by Correspondence for high-school pupils
6. Lectured to classes at San Diego State College

7. Taught summer session for University of Michigan, Graduate Division at Western Michigan College of Education; courses entitled:
 - a. Improvement of Instruction in Secondary Schools
 - b. Supervision of Secondary Education
8. Served on City-County-State College Committee on Teacher Recruitment and Education

Government Agencies. Co-operated with governmental agencies

1. Office of Price Administration—Was on editorial board of publication, *Winning the War on the Home Front*
2. Civil Aeronautics Administration—Assisted in publicizing and planning of CAA Aviation Operations Institute at Convair and Lindbergh Field
3. Distributed material from U. S. Armed Forces Institute to secondary schools of the county
4. Red Cross—Secured assistance from high schools in making recreation equipment for use of hospitalized servicemen; and assisted in distribution of material on home-nursing programs
5. Was on "In-Service Training Committee" of San Diego County Civil Service
6. Co-operated with State Department of Motor Vehicles in driver education program

Private Enterprise. Co-operated with private enterprise

1. Distributed material on "aviation firsts" in San Diego prepared by Ryan Aeronautical Corporation
2. Distributed material on safety and driver education from Automobile Club of Southern California and National Conservation Bureau
3. Acted as educational consultant to National Office Management Association
4. Distributed Chamber of Commerce Publication, *Postwar Opportunities in San Diego*

Motion Pictures and Radio.

1. Held consultations with prospective commercial producers of educational films
2. Took part in planning and arranging for school participation in radio programs over KFMB for *San Diego Looks Ahead* series
3. Facilitated evaluation of aerology films through experimental use in high schools of the county
4. Attended conference on frequency modulation

Contests. Prepared bulletins announcing contests sponsored by various civic organizations and served as judge for:

1. Chaparral Poets
2. Health Education Week

3. League of Women Voters
4. Pan-American League
5. Toastmasters

Office Responsibilities.

1. Attended curriculum staff meetings
2. Held office conferences with the following people: office personnel—to discuss matters of office policy, curriculum problems, preparation of *Elementary Teachers Guide* and other publications; teachers and administrators—to discuss curriculum plans and problems, in-service training; representatives of book companies, government agencies, intercultural education organizations, State Department of Education, State Motor Vehicle Department, universities and colleges, military service representatives
3. Carried on office correspondence and telephone communication relative to items enumerated in this report
4. Served as chairman of Professional Organization Membership Committee, on editorial board of *The Education Newsletter*, and as member of Administrative Council of San Diego County Schools

State Curriculum Commission.

1. Attended several meetings of Commission
2. Appeared before session to discuss the social studies in the elementary and secondary schools
3. Held conferences with members of the Commission

Addresses. Gave addresses to various community and education groups as listed:

1. San Diego County Schools Service Building—numerous meetings including county school administrators, school trustees, State Department of Education, county curriculum committee meetings
2. Future Teachers clubs
3. Rural Education Conference—State College, symposium leader
4. Service clubs
5. Commencement—elementary school, high school, and adult school
6. PTA groups—city and county
7. National Office Management Association
8. Radio programs
9. Church programs
10. Public Schools Week programs
11. School assemblies

Conferences. Attended numerous conferences and conventions as:

1. Audio-visual education conferences
2. State Department of Education conferences
3. State Curriculum Commission meetings

4. Meetings with local school administrators on salvage materials, articulation, junior college district
5. Teacher Education Conference, University of California, Los Angeles
6. Educational Department, San Diego Zoological Society
7. Secondary-School Principals Association
8. Intercultural education groups
9. National Council for Social Studies
10. Kellogg Foundation, Battle Creek, Michigan

Civic and Community Organizations. Served on boards of directors and committees of the following organizations:

1. Family Living Association—Board of Directors
2. Veterans' Co-ordination Association
3. Social Hygiene Association (chairman of Education Committee)
4. Business Educators' Association
5. Co-ordinating Councils (chairman of Recreation Committee)
6. Youth Welfare
7. San Diego County Employees' Association

Educational Organization Memberships. Held membership in:

1. American Education Fellowship
2. American Association of School Administrators, N.E.A.
3. Association of California Secondary-School Principals
4. Association of San Diego County School Administrators
5. Audio-Visual Aids Association of Southern California
6. California Society of Secondary Education (corporate membership)
7. California Teachers Association, Southern Section
8. The Department of Supervision and Curriculum Development, N.E.A.
9. National Congress of Parents and Teachers
10. The National Council for the Social Studies, N.E.A.
11. National Education Association of the United States
12. Progressive Education Association
13. San Diego County Teachers' Association

Writings. Contributions to educational literature including those listed:

1. Articles for *The Education Newsletter*
2. Monograph on secondary education
3. Article on "Using Cumulative Records" in *Educational Leadership*, April, 1945
4. Articles for local newspapers
5. Article in May, 1945, *Parent-Teacher Courier* on "High School Students Evaluate Their Curriculum."
6. Editorial Board—*The Interview*

Workshops. Planned and participated in teacher workshops in following places:

1. Greenhorn Mountain, Kern County, California
2. San Dieguito Union High School, San Diego County
3. Western Michigan College of Education, Kalamazoo, Michigan—social studies workshop

It may be observed that a very considerable amount of the secondary curriculum co-ordination service described in the foregoing report involved public relations activity. There can be little doubt about the desirability of extending this kind of service throughout the secondary-school districts of the country, so that understanding and co-operation between the schools and the numerous other social agencies might be more effectively realized.

SUMMARY AND RECOMMENDATIONS

The modern concept of supervision stresses the functions of co-ordination, service, and leadership. This emphasis, as contrasted with an emphasis on inspection, imposition, and enforcement, necessitates the giving of greater attention to human relationships both within the school system and between the school and community. To assume an important part of this responsibility and opportunity, co-ordinators are being employed by a number of school administrators. Because of their qualifications in terms of experience, training, and personality, these educators are beginning to make valuable contributions to the promotion and improvement of public relations.

So that the objectives of modern education may be increasingly well met on the secondary-school level and so that community-school relationships may be facilitated, it is recommended:

1. That administrators of all secondary schools develop a sound concept of supervision
2. That whenever economically feasible to do so, a curriculum co-ordinator or co-ordinators be employed by secondary-school administrators
3. That administrators of small secondary schools co-operate on a county-wide basis to provide co-ordination service
4. That city and county school superintendents give continuous study to the need for the expansion of curriculum co-ordination and school-community relations
5. That the public relations aspect of curriculum co-ordination be encouraged by all secondary-school administrators
6. That reports on public relations activities of curriculum co-ordinators be shared with other members of the educational profession through publication in education journals.

Nonteaching Personnel Are Important Too

CHARLES D. LUTZ

*Superintendent of Schools,
Gary, Indiana*

THE nonteaching staff members, excluding clerks and secretaries, of an adequately manned secondary school constitute approximately one fourth of the entire staff. Many of the members of this nonteaching group are as important in public relations as are members of the teaching staff. Their contact with the public, and certainly with certain segments of the public, may well make or break a public relations program. To ignore their possibilities as builders of an adequate and effective relationship with the public would indeed be a serious error. To think of this nonteaching group in terms of better relations with the public we serve and to analyze its potentialities with better public relations in mind will pay any principal large dividends. This discussion is intended to be helpful to those who are interested in having the best possible public relations in their schools.

We shall deal here with custodians, groundsmen, cafeteria managers, nurses, home visitors, and doctors. In some schools there will be other categories of nonteaching employees. Whatever the duty performed, no nonteaching employee should be forgotten as a possible public relations factor.

THE GROUNDSMAN

Of course there are many schools that do not have enough space around them to justify even the part-time employment of a person to take care of the school grounds. Where the space is at hand, the groundsman and the area for which he is responsible may become an important factor in good public relations. To be specific, a situation which we shall now describe could be duplicated in many places. The school site contains, among other things, a lawn area in the front of the building of approximately two acres. In this area, flower beds are possible and the groundsman has taken advantage of the opportunities afforded. Flowers appropriate to the time of year are always in evidence and greatly admired by the people of the community. The lawn is almost always in perfect condition and greatly admired. This, in itself, is good public

relations even if nothing more were done. But this groundsman does more. He is proud of his lawn and likes to tell people about it and he does this in a courteous and friendly manner. He also serves, because of his demonstrated skill, as an adviser to many people in the community on how to prepare and care for a lawn. Many people in the community know this man who do not know the principal or any of the teachers. His behavior and attitude determine the feeling and attitude toward the school of a considerable number of people in the community.

These statements may seem banal and obvious, but they are the warp and woof of good public relations. In the employment and supervision of a groundsman, his place in the picture of good public relations for the school must be kept in mind.

THE NURSE

During the course of a school year the nurse will have contact with every child in the school. This means direct or indirect contact with every home that has representation in the school. It should also be remembered that a considerable number of these contacts are of a very special nature. The physically handicapped child needs and deserves an extra ounce or two of sympathy and understanding. A little extra effort in helping the parents of such children will be greatly appreciated by them. The day-to-day contacts that the nurse has with normal children should create in the parent confidence that his child is being well protected and properly looked after while in school. The telephone, used wherever possible to keep parents informed and reassured, is an instrument of considerable strength for good public relations if properly used by the nurse. It might be well to emphasize here the importance of a good telephone voice. The nurse especially should be skilled in the effective use of this instrument. Careful and continued explanation of the services of the nurse are of course a part of the public relations program of the school.

THE DOCTOR

Few high schools have full-time physicians in their buildings, but proper and adequate use of a physician's services is good public relations. To require a thorough examination of all prospective athletes gives to the parents confidence in the management of the school. The doctor's availability for decisions as to whether or not a boy or girl shall continue to play through the season of any sport assures parents and creates good will toward the school. Examinations and tests for tuberculosis of all the students in high school furnish an excellent item for the right kind of public relations. Testing the eyes and the hearing, under the supervision of a physician, of as many children as possible

stimulates a wholesome attitude on the part of the public toward the school. Adequate report forms which keep parents well informed about results of tests and examinations by the physician are important.

CAFETERIA MANAGERS

Cafeteria managers and other lunch room employees hold a strategic position from which to build up sound public relations. From the lunch room many children carry ideas to their parents that influence the parents' attitudes toward the way the school is run. Good food at a reasonable price in a school cafeteria impresses children and parents favorably. Courteous and clean and neat employees, who treat children with respect and serve them with efficiency, store up good will for any school. Decorations, permanent and seasonal, may lend a pleasant atmosphere that has its effect on the students in a secondary school. If special lunches or dinners are served by the cafeteria staff, they furnish an excellent opportunity for promoting desirable public relations. One secondary school the writer knows has a school lunch room that is known throughout the town among school employees in other schools. It also is known to a large segment of the public because of its good food. This reputation has been earned not by a dietitian but by a cook. The management of the school shares in the good will developed by the work of this nonteaching employee. Another school lunch room in another secondary school has a negative reputation, not because of its poor food, but because of the unpleasant attitude of the manager of the cafeteria. In this unhappy situation, the management of the school has to share. For possible improvement of public relations in any secondary school, one should take a good long look at the school lunch room.

HOME VISITORS

Some secondary schools are fortunate enough to have a home visitor or home visitors. This arrangement furnishes a genuine opportunity for furthering good public relations. Information and explanation can continuously be presented to the patrons in the community who cannot or will not come to the school. Very often these people are the ones who need information most and who spend a great deal of time building bad public relations for the schools. These home visits may also serve as a sort of Gallup poll carried on continuously to evaluate a public relations program. A home visitor should think of herself as a public relations worker.

CUSTODIANS

In public relations, the men and women who heat and clean school buildings play an extremely important part and should receive full consideration in establishing and maintaining a public relations program. They will be the larg-

est nonteaching group in most schools. By virtue of the type of work they do as well as because of their comparatively large numbers, their potentialities for helping to develop a good public relations program is great. Custodians meet a considerable portion of the many men and women that come daily into any high school.

Clean, well-kept buildings say something to the public about the principal and the management of the school. Step into a poorly kept school building, move through the halls into the classrooms and into the washrooms and locker rooms, and try to keep in mind the impression made upon you of the management of the school. Then, move on to a school that is well-kept and do the same thing. Your reaction will furnish a good demonstration of how public relations can be hurt or helped by the way your building impresses people who come into it. Good housekeeping is good public relations.

The appearance of custodians should be a considered factor in thinking through your nonteaching employee public relations program. Neat and clean your custodians must be. Unkempt and dirty custodians have definite negative value in public relations. Some schools have uniformed custodians or standard dress that all must wear. This is not necessarily objectionable, but it is not essential either, nor does it guarantee a spruce and tidy custodial staff. Whatever their type of dress, their quotient of presentability to the public should be high.

Friendly, pleasant, accommodating men and women on a custodial staff rate high in importance for sound and adequate public relations. This fact should be carefully considered when custodians are employed. Especial care will be given to this item when it is remembered that a considerable percentage of custodial applicants are older people. Every day custodians have opportunities to create respect and warmth toward the school and its management by deeds of kindness and helpfulness to adults who come for one reason or another into the school. The custodian's relationship to the students in a school should not be overlooked. Much harm can be done to school-community relations by a custodian who is churlish and rude to the students with whom he comes in daily contact. A genial, obliging custodial staff will influence, through the students, the thinking of the parents about their school and its service to their children.

Gossipy custodians can be a genuine deterrent to happy relations between school and community. Derogatory remarks and talk about teachers and pupils can be extremely harmful. Much of this talk may be carried on among groups and in places where the education staff has little or no contact and thus not be subject to correction. Custodians should be made to feel a responsibility

for being fair and professional with the students and teachers in the school in which they work. They should also be made to realize that what hurts any person in the organization for which they work also hurts them.

PUBLICITY

Not enough use is made of the services of nonteaching employees for developing a better understanding of the services that are rendered by the schools. One evidence of this may be illustrated by the results of an analysis of newspaper publicity recently made by the writer. Local newspaper publicity was examined for a number of items dealing with the public schools and also for total number of column inches during a period of three weeks. The three weeks used were the week preceding Education Week, Education Week, and the week following. The number of items dealing with the public schools during this three-week period was ninety and the number of column inches was three thousand and fifty-five. During this three-week period and in this considerable amount of newspaper publicity, not one mention was made of a nonteaching employee or his work. This is a serious oversight, and a first-class opportunity for public relations was missed.

The publicity in the newspapers of two other cities was also examined in the same way. In one city of over one hundred thousand population there was only one mention of a nonteaching employee—a nurse. In the other city, which had a population of 70,000, one mention was made of non-teaching employee—a home visitor. Many items that would help build better public relations in the schools could be gleaned from the activities and services of the nonteaching employees.

A POINT TO BE REMEMBERED

Good public relations in business are thought to depend mainly upon two things: (a) a good product and (b) good employee relations. This principle applies to public schools. Each nonteaching employee should be made to understand that he is a vital part of the organization and that he has a share in developing a good product of the schools. Good employee relations, especially in the nonteaching area, make the road to good public relations much smoother. An employee who is well treated is likely to be a builder of good will.

Pupils as Interpreters

CHARLES H. DAVIS, JR.

Superintendent of Schools,

Scottsbluff, Nebraska

(Formerly High School Principal)

IN launching our first year in the Scottsbluff public schools, Lawrence Lemons, the assistant principal, and I made a careful survey of school policies. We arrived at the conclusion that the Junior and Senior High School public relations set-up was definitely inadequate and in need of much special consideration. Good public relations, we decided, is not a thing that can be superimposed upon a school from without in accordance with a complex blueprint. We reasoned that good public relations is the result of directing attention to various, rather obvious, human factors that tend to be overlooked in a larger school system.

ORDINARY FRIENDLINESS

One of the situations which seemed to have been preventing the development of good public relations within the school was the fact that the principal and his staff had not been as accessible to students, teachers, and patrons as was desirable. Therefore, we endeavored to carry on an extensive campaign to make ourselves available for informal conferences whenever it was possible. This is admittedly a difficult task in a school embracing 1200 to 1300 students and over fifty teachers and general employees. It was necessary to reduce the routine clerical work done by the principal and his assistant to make more time available to students, teachers, and patrons.

As principal, I made it my duty to call on all home rooms during the first two weeks of school for the purpose of conveying to the students the fact that we, as a teaching staff, were on duty to assist them and incidentally suggested that they in turn might be able to help us. It was pointed out that we realized some of the weaknesses and faults of the school, but hoped that with the assistance of each individual member of the student body, these would be corrected for the benefit of the entire student body. During the course of the year, through these concentrated efforts, it became more and more apparent to the students that the doors of the office were open to anyone with a problem

and that both the principal and the assistant principal were willing to consider the problems of others on a "man to man" basis. All this tended to develop a very encouraging tendency toward mutual confidence and respect—the very cornerstone of our foundation for good public relations.

To supplement our efforts, we sought the assistance of the entire teaching staff in helping promote and encourage the spirit of friendliness and co-operation among the students. Friendliness, we decided was a dominant feature in making any public relations program successful. A great deal can be accomplished by the exchange of a friendly smile and a cheery "hello" between teachers and students at any time during the day whether it be upon entrance to the building at the starting of a new day or during the passing of classes. Pupils appreciate being treated as adults, and word of our efforts to display a wholesome spirit of friendliness found its way to the listening ears of parents and patrons *via* the student body. As a result, there was a noticeable increase in the number of parents taking a definite interest in the school and its activities. Teachers reported a decided improvement in the co-operative spirit and attitude of parents with whom they came in contact. In many cases the parents made casual visits to the school and, in nearly every instance, inquired as to what assistance they might give in helping improve our educational facilities. We credited this increased community interest to the fact that students had been sufficiently impressed by our efforts to enter into the spirit of the situation to pass on their observations to many outside the realm of school activities. A definite tendency toward a friendlier community-school relationship became more and more apparent, and we concluded that the mutual practice of friendliness could aid the development of our public relations more than any other single factor.

TEACHER AND PUPIL PARTICIPATION

We also instituted a program to emphasize the fact that we desired suggestions from the students. The assistant principal had conferences with various small groups, and teachers gave opportunity in their classes for open discussion on school affairs. A Suggestion Box was placed in the school foyer in which students might deposit written suggestions and comments for the improvement of the school. Everyone was encouraged to avail himself of this privilege. Student comments received included a request for the installation of additional mirrors and shelves in the girls' rest rooms. The girls wanted to be able to "pretty" themselves occasionally during the day and needed a place for their books while doing so. This small item of convenience had been overlooked for some unknown reason; so we immediately saw to it that mirrors and shelves were placed in the rest rooms. After this incident, the custodians

reported that the rest rooms were being kept cleaner than at any previous time. Evidently our consideration of this suggestion was being repaid by the appreciative students through their consideration for the school and its employees.

All suggestions deposited in the Suggestion Box were compiled weekly and a summary reported to the student body by means of bulletins and announcements. If any action upon suggestions was taken by school authorities, it was so stated.

Teachers were organized into committees to work for improvement of various school activities and functions. The student body was informed of the existing committees whose chief objective was the improvement of the school for the students. Occasionally a student, or students, would appear before a committee to voice opinions and offer suggestions. Some of the functioning teachers committees were: (a) *A committee to plan the organization of a student council*. This committee sent student groups to student council congresses for inside material on the formation of a successful group. A careful study was also made of the activities of student council groups elsewhere. This committee is still in the process of planning the ground-work for the organization of a council which is representative of the student body. (b) *A committee to set up a schedule of class elections*. This committee supervised the election of officers in all classes. Booths for voting were procured and students were instructed so that elections were carried on in accordance with democratic principles with ballots, election board, counting board, ballot box, and all the accompaniments of a regular election. (c) *A committee for improvement of reports to parents*. This committee secured samples of reports from various schools throughout the country. These were carefully studied and the best features incorporated into a report blank for experimental use in this school. The first time these reports were issued to students, letters were sent to parents. At the end of the school year, a questionnaire was sent to parents and response was excellent. A careful study of student reaction was also made. As a result of our study of student reactions and compilation of parental response to our questionnaires, changes were made in the original card until we had a report seemingly satisfactory to all concerned. (d) *A committee on curriculum building*. This committee made an extensive study of the curriculums of numerous Class A schools together with the needs of our individual community. The needed additions to our curriculum as shown by the survey were impossible inasmuch as facilities were not available. Therefore, the findings of the committee were presented to the Board of Education who in turn presented a building program to the public for approval. (Community consent was given by a decidedly favorable vote in a recent \$900,000 school bond election.) As

building facilities are made available, our curriculum will be enlarged to include the findings of this committee. (e) *A committee to promote greater participation of students in allied subjects* (extracurricular activities).

RADIO WORKSHOP

As an added incentive to encourage upper classmen to participate in our public relations program, we added a radio workshop to our curriculum for junior and senior students. This was set up as an elective English course. With its weekly half-hour broadcasts over the local radio station, students had an opportunity to interpret to the community just what the schools were doing, thereby adding a link to strengthen our community-school relations. On each program was a school newscast, a variety of discussions on important questions of the day, public opinion polls, music of either a vocal or instrumental nature, excursions into science, dramatic skits, and even quiz shows. All this news gathering, script writing, program arranging, and rehearsing for the production kept the entire class busy. A tape recorder and public address system were available for practice purposes, but no special equipment was necessary since the local broadcasting station contributed the time and facilities as a public service feature. The course not only proved popular with the student body, but also drew a large listening audience as evidenced by the fact that the radio station was "swamped" with phone calls of inquiry concerning the program whenever commercial commitments necessitated the school broadcast time be changed. To avoid this last-minute confusion, the radio station authorities began making announcements concerning the program time.

A new radio station went on the air January 1st. Our school was invited to make use of a regular broadcast period over this station. This is a further indication to us of the community interest in our school and its activities. Parents have encouraged students to take part in this phase of the English course to such an extent that it has been impossible to accommodate all of them. It will, no doubt, be necessary for an additional section of this course to be added to the school curriculum for next year. From all this interest, we definitely concluded that the radio workshop was, indeed, an important factor in the success of our public relations program.

To sum it all up, whether public relations are to be good or bad in any given society depends entirely upon the kind of atmosphere prevailing among the folk who must meet and deal with one another in that society. The atmosphere can be a cold, mechanical one; it can be a warm, human, friendly atmosphere, always personal and ever alert to the importance of the dignity of the individual. We chose the latter course and have found that what it lacks in smooth-running efficiency it makes up in understanding and good will.

Packaged Programs for the Public

ROY E. ROBINSON

*Administrative Assistant in Charge of
Curriculum, School District of the City
of Highland Park, Michigan*

ABOUT three years ago Dr. Edmund E. Day, President of Cornell University, urged the nation's schools to do a job concerning the Bill of Rights. In working it out, the Highland Park, Michigan, schools evolved a pattern for putting students on their own with community groups in a question-and-answer, give-and-take, forum-type situation. It has proved stimulating to the students, interesting to the community groups, and good public relations for the school.

The public relations, as well as educational, outcomes of these discussions proved so worth while that another series was planned around the topic of "Education for Home and Family Living." This topic was selected to develop community understanding of a twelfth-grade sociology course required of all students before graduation. The discussions were limited to an all-boys' panel. They came to be semi-seriously called "the training for fatherhood group." Another series is now in the process of preparation. It deals with atomic energy and is based on a locally produced handbook *Atomic Energy, Boon or Bane*.

This article describes some of the planning and techniques used by the Highland Park schools in presenting these student discussions to the community.

BILL OF RIGHTS PRACTICALLY UNKNOWN

Dr. Day had called to our attention, along with other schools in the country, one of the National Opinion Research Center polls of 1945 which revealed that seventy-seven per cent of the people of the United States didn't know about the Bill of Rights—had never heard of it. He suggested we do something about it.

We did. A teacher group worked out a Bill-of-Rights syllabus, with suggestions for pupils at all age levels, kindergarten through junior college. It listed

many activities, source materials, and audio-visual aids to help pupils and teachers develop greater understandings and expanded meanings of this basic American document.

COMMUNITIES NEED EDUCATION TOO

But pupils weren't enough. The poll had been of adults—and they needed also to be reached. Their childhood schools either hadn't done the job, or had not done it well. The school committee selected for this job the handiest and most portable gadgets offered by the syllabus, added one or two others, and went to the community.

ORGANIZATIONS OFFER OUTLETS

The superintendent of schools sent a letter to each of the over one hundred known community organizations, including all of the churches. It offered a set of Bill of Rights *program packages* of varying length and type, all involving some kind of student participation. These participations ranged from merely operating a turntable or a movie projector to conducting a town-meeting type of discussion. The latter is being reported here.

School District of the City of Highland Park
Highland Park, Michigan

February 7, 1945

Dear President:

Seventy-seven out of every one hundred Americans do not know what the Bill of Rights is. This startling fact was recently revealed by a nation-wide survey made by the National Opinion Research Center.

If a similar condition exists in the Highland Park community—and it probably does—the schools are doing something about it, something in addition to the regular course of study.

But to teach children isn't enough. The National Opinion Research Center surveyed adults. They also were the ones who didn't know—at least seventy out of one hundred.

To assist the community organizations, we in the schools are offering *program packages*, any one of which is available at no charge for one of your programs during February or March. They are listed on the attached sheet for your program chairman to check, select, and return to us for booking.

Maybe your club already has a high percentage on the Bill of Rights, but one of these programs would help raise the percentage even higher.

We would be pleased to hear from you. The enclosed postcard is for your convenience in replying.

Sincerely yours,

H. L. Shabler
Superintendent of Schools

Responses to the letter—and a few of our telephone follow-ups—were most gratifying, both as to the number and variety of *packages* selected. Most popular of the *package* list, given below, were those involving student discussion.

BILL OF RIGHTS

A Series of "Program Packages" for Your Club

Please note your selection on the postcard. Circle the number of the PACKAGE or PACKAGES you want. As soon as your request is received, a confirmation of the booking will be sent. All necessary equipment and personnel will be supplied by the schools.

PROGRAM PACKAGE No. 1. A one-hour transcribed radio program.

We Hold These Truths . . ., an all net-work show given on December 15, 1941, the Sesquicentennial of the Bill of Rights, written by Norman Corwin and performed by such movie and radio stars as Jimmie Stewart, Edward G. Robinson, Lionel Barrymore, Marjorie Main, Bob Burns, and others. One of the most important radio productions ever staged.

PROGRAM PACKAGE No. 2. A twenty-minute film and a twenty-minute student-discussion.

Our Bill of Rights, an authentic sound movie giving the discussion of Washington, Franklin, Madison, Jay, Randolph, and others in working out the Bill of Rights. A refreshing review of what you probably once knew.

The Bill of Rights Today, a discussion by high-school students, with a teacher moderator, Junior-Town-meeting style, with special reference to the film. Deals with problems of application of the Bill of Rights and a citizen's responsibilities which come with these rights.

PROGRAM PACKAGE No. 3. A twenty-minute film, *Our Bill of Rights*, alone.

PROGRAM PACKAGE No. 4. Thirty-minute Town Meeting.

Similar to last half of No. 2 with audience participation. Can be extended to longer time if desired.

PROGRAM PACKAGE No. 5. Five-minute talk by a student.

PROGRAM PACKAGE No. 6. Ten-minute dialogue.

It's Your Right, a dialogue given by two Highland Park school pupils, using script prepared by Mary I. Howell, a teacher, in the Willard School.

STUDENTS' STUDY STIMULATED

Student preparation for community appearances needed no added motivation. School-assembly town meetings were *real*, but appearances before adults in nonschool surroundings were even more so.

When reports from the first Bill of Rights discussions—with or without the film—came back, students realized that broad reading and much discussion at school was needed to develop background for adequate performance in the give and take of the discussion part of the town meeting.

PUBLIC CONCEPTION OF ROLE OF EDUCATION BROADENED

Even to those organizations which did not respond, just offering these programs on the Bill of Rights had public relations value. It emphasized once more that schools are concerned about close study of a neglected phase of our national heritage.

And for those organizations serviced by the student discussions, the fact was underscored that education can really be *learning to think*—to apply facts and *draw your own conclusions*. Community reactions indicated that such student appearances developed the community's understanding of education's role above and beyond merely developing the fundamental skills and informations. This, we believed, was good public relations.

NEW TOPIC TALKED

A year later another set of *program packages* was offered dealing with a topic of general interest, "Education for Family Living." Content was derived from student experiences in a twelfth-grade course involving mental hygiene, the pattern of human development, participation in a nursery-school program to learn about the behavior of small children, and problems relating to dating, courtship, marriage, and family.

DISCUSSION TECHNIQUES MODIFIED

Experiences with the Bill of Rights discussion groups showed the need for a less rigid and more spontaneous form of discussion, yet one in which there was enough pre-planning to insure adequate presentation and coverage of the topic. The talk, "When I Become the 'Old Man,'" and the panel, "Ways in Which Schools Can Make for Better Family Life"—listed as Program Packages numbers 1, 2, and 4 below—were worked out by a group of volunteer students willing and eager to present the topic to community groups.

Preliminary discussions as how best to present the topic resulted in student selection of the main points to be covered in the talk. Beyond informal discussion as to the essential elements under each point, no further preparation was made. The students agreed that "We'll sound more like ourselves" if these points were explained in the students' own words rather than in prepared speeches.

PANEL ONLY PARTIALLY PRE-PLANNED

Panel planning consisted, like the talk, of selecting the main points to be covered; agreeing as to which panel member would *carry the ball* on discussing each point—with the others inserting viewpoints freely; and electing a chairman whose agreed-upon duty was to decide when a point had been sufficiently discussed and it was time to move on to the next.

Again, letters with the listing of the *program packages* were sent to the many community groups. Responses and accompanying requests were numerous. The mailing pieces appear below:

School District of the City of Highland Park
Highland Park 3, Michigan
March 10, 1947

Dear President:

Re: *A Program for Your Group*

After reading this letter you may wish to give it to your program chairman. Offered here are several choices of programs which may fit your group's needs, programs based on the process of becoming a mature person and eventually a family head.

Growing up, planning for marriage, founding a home, studying family relationships, and learning about child behavior are some of the topics studied by Highland Park High School students, both boys and girls. Listed on the next sheet are programs presenting pupil descriptions of these studies.

The students, all boys, will be pleased to meet with your group to tell the importance—as they see it—of their experiences in laboratory nursery school and senior sociology classes.

The next sheet explains how you may obtain these programs for your organization.

Very truly yours,

H. L. Shibler
Superintendent of Schools

EDUCATION-FOR-FAMILY-LIVING PROGRAMS

PROGRAM PACKAGE No. 1 (30 minutes)

Life With Baby, March of Time Forum Edition sound movie; followed by a 10-minute student speaker on the topic, "When I Become the 'Old Man'."

PROGRAM PACKAGE No. 2. (20 to 30 minutes)

Ways in Which Schools Can Make for Better Family Life—a panel discussion by six students. Will deal with (1) achieving adequate maturity, (2) the need to grow up emotionally as well as mentally and physically, (3) understanding other people, and (4) especially children.

PROGRAM PACKAGE No. 3. (18 minutes)

Life With Baby, March of Time Forum Edition film.

PROGRAM PACKAGE No. 4 (10 minutes)

When I Become the "Old Man"—student speaker.

Student speakers and panel participants for the above are in the June, 1947, graduating class. All have completed their laboratory nursery and sociology courses.

"Life With Baby," adapted for community use from the March of Time film shown in the theaters in 1946, is used as a part of Highland Park High School Laboratory Nursery School teaching to develop further the students' understanding of the growth and behavior of the small child. It presents the highlights of Dr. Arnold Gesell's thirty-five years of study at the Yale University Clinic on how children grow, mentally and

physically, up to six years of age. It features candid-camera sequences, is nontechnical, and is packed with psychological and human interest.

AUDIENCE PARTICIPATION LIVELY

Like as in the Bill-of-Rights *packages*, the most popular package again was the student panel discussion. Audience reaction indicated at least two successful public relations outcomes. Adult thinking was stimulated about the problem of making better home and family living. In most meetings, audience questions and interpolations began to come spontaneously at about the half-way point in the discussion. And the interruptions tended to be of a contributory nature, showing the close identification the vocal audience members were making between themselves and the discussion process.

Commendatory expressions concerning the school program were plentiful following each discussion—observations concerning the sincerity of the students, the thinking they had done on the topic of home and family, the references they had made to meaningful school experiences and class discussions, and the surprisingly mature point of view they carried in their discussion.

SOME PROBLEMS

Student *post mortems* revealed some performance problems. Occasionally the discussants, used to the somewhat cloistered classroom discussions on a topic like "The Bill of Rights and Minority Groups," experienced a shock in bumping against set individual prejudices in some members of community groups. As idealistically inclined youth, they wanted to fight back, a tendency not enhancing to a good total effect. Discussion as to how to handle such problems in the next appearance tended to minimize *scrapping*.

Another difficulty less easy to overcome, especially during audience-to-panel questions on "Education for Home and Family," was the tendency to become an authority, a source of information on family problems. Experienced student panel members soon learned that generous use of "I think," "in my opinion," "some of us believe," and the like helped avoid this pitfall.

SUMMARY

Special programs for the public tend to be built on school activities having intrinsic interest—athletics, music, art, shop, and the like. Described in this article is a type of program whose roots lie in classroom activities. The techniques used to contact community organizations whose interest was sought were based on the need for aggressive school action to interpret the educational program.

The content and pattern of the *program packages* presented above will, it is hoped, prove useful to others in their search for ways of giving live, interesting presentations to their communities—presentations concerning some of the less understood phases of the local school program.

Student Activities that Count

WILLIAM R. BOONE

*Principal, Senior High School,
Orlando, Florida*

BEFORE the beginning of the recent war, a former captain of the German navy said to several American educators: "Perhaps there are some things in European education that are superior to those you have in the United States, but if we had the activities in those European schools that you have here I do not believe that dictators could arise or wars start." He added humorously that if the European schools played football over the continent as American schools do, no one could start a war until the football season closed, then the basketball season would be underway and it would be necessary to hold up until that was completed, then by that time baseball would be in full swing until football returned.

And so we have in American schools activities so varied that their number would certainly startle the uninitiated. Their purposes have been catalogued so often that even the most conservative educator accepts them as an integral part of the educational system.

These activities have a deep significance in the public relations of the schools. The public sees the school more in the light of these activities and makes its judgments more on the basis of them than it ever does upon the scholastic pursuits, no matter how anyone in the profession bases his opinions on the relative importance of each. The football squad of fifty candidates will receive thousands of lines more publicity than the activities of the four hundred students in the school that are pursuing biology.

Therefore, it is evident that school activities which receive so much public attention should be controlled and supervised to bring out the facts of their value and to put the school in favorable public light. Any secondary school having well-regulated and successful activities, that are not overemphasized to the detriment of the actual scholastic pursuits, will find the support of the community rated on the majority side. The individuals of the community look with pride on their sons and daughters who win success in their chosen

fields of school activities—activities that bring forth and develop the potential talents of those taking an active part.

SCHOOL ATHLETICS

In the secondary school, athletics can make or break a school about as quickly as all of the other activities combined. If there are unscrupulous individuals in charge, or a careless administration, it will take but a short time to have the school on the proverbial rocks.

On the other hand, school athletics can be one of the finest types of public relations. Good coaches, who lead their squads to respect their own school and other schools as well, set an example of moral leadership, awaken a real spirit of competition and sportsmanship, and, sooner or later, win the support of even the most rabid "Win Alls." These coaches must have the support of the school administration, the faculty, the student body, and the boards of education.

There are so many who attend athletic contests and read the column upon column of athletic news with their comments and philosophies that the school is constantly brought into the direct attention not only of the actual fans, but also of the many other members of the citizenry. Indiscretions on the part of coaches, players, or supporters come into the limelight for consideration by a multitude. If these actions are not of the highest ethical nature, the whole structure is well sunk to the level of the results and these can become very low indeed. Because of the fact that most people view school activities from the sidelines, the importance of public relations through the athletic program is hard to overemphasize.

MUSIC

In the musical activities of the school there is almost unlimited opportunity for contacting the public. When the school's marching band parades down the central avenue, people look, listen, and admire or criticize. Good clean uniforms, well-cared-for instruments, well-drilled actions, and excellent playing ability easily excite the admiration of the public, which will readily make mental comparisons; and, if the comparisons are favorable, the home folk will point with pride to the attractive group and become ardent supporters of the school.

This feeling applies also to the appearances of various instrumental groups at the widely varied functions of the community where they may be privileged to appear. Here again we have an organization presenting the spirit of the school as well as the direct training it provides. At civic clubs, dinners, luncheons, conventions, hospitals, schools, lodges, picnics, parties, these groups carry on the school's public relations.

Although the orchestra may not be able to be glorified by its public exhibitions in spectacular formations or stunts as the band, it has a place on the school program and meets its challenge as a public relations element by making its appearances at appropriate places such as the assembly, dramatic productions, graduation, baccalaureate, community gatherings, receptions, and such that are held within doors. Its various groups are most effective in illustrating the training and the supervision of the school. It is true that the orchestra sometimes suffers in the mind of the general public when compared to a glamorous band. Nevertheless, the orchestra is very likely to rank higher in the estimation of the skilled musicians. Moreover, it gives opportunity for expression to many instrumentally inclined youngsters and fulfills its purpose of educating individuals in their specific opportunities and talents. By offering such a variety of opportunities, it produces excellent results for the individual, the school, and the community.

The dance orchestra of the school, whether an independent organization or an offshoot of the regular band or orchestra, is an attractive group that fulfills a need in those schools where there is sufficient jurisdiction to keep it from becoming overly ambitious in its pursuits. It meets another fraction of the public and has an opportunity to make its particular impressions.

The vocal department of the school reaches out to great fields in forming a bond between the school and the public. The great variety of possibilities offered by the individual, as well as the combination of voices, enables the vocal department under competent direction to be one of the greatest assets of the school.

The opera, the operetta, the concerts, the vocal features that can be given to clubs, luncheons, PTA's, hospitals, and entertainments again is a wonderful form for sending out students to contacts with an appreciative public. Here the student gains confidence, appreciation of the public, the know-how of association, and improves his skills while demonstrating to the public how the school organizes, develops abilities, and presents them to the world.

FORENSICS AND DRAMATICS

In schools throughout the length and breadth of the land there are many forms of expression used such as in the forensic and dramatics phases of the school, which range from the most serious debates to black-faced comedy. To these productions appear many members of the public who do not contact other school activities.

In dramatics, any school with a teacher that has an interest and some talent finds that this teacher soon has all that he can handle. How the youngsters love to try to act! In many localities an able dramatics director will fill

the auditorium with each production. There are but few aspirants for school activities that can equal the seriousness of purpose or the effort made by the young Thespian try-outs to be allotted parts in the play. The play appears to confirm its Shakespearian sentiment.

The public appeal of well-chosen and well-directed performances have often been ruined by lack of proper restraint on the part of youthful audiences bent on attracting attention or possessed by the inborn trait to wreck something. But when this is properly controlled and the public audience is allowed to enjoy an actual, successful attempt of the dramatics group, the school naturally rises in the esteem of the appreciative audiences.

Here again the smaller group of the embryonic trooper category can afford the public many attractive features. The interest of the school's clientele is awakened by the work of the smaller segments performing at various gatherings when a particular type of production fits into the specific situation. The director of dramatics must have the ability to fit the expressions of his art to the occasion and eliminate any phases that are unsuitable for secondary-school people to repeat.

While the forensic group may not appear to have such a great appeal to the public as the dramatics personnel, yet it has a wonderful place to assure the placing of the school before the public in a favorable light. The debate before civic clubs is of the highest importance in demonstrating to the public the intrinsic ability of students in respect to their thinking, their application of thought, and their speaking preparation. There is not anything that gives a high-school student more confidence and poise than to be able to stand before his elders and debate subjects that are outstanding in the public interest.

There are uses for dialogues, declamations, and general speaking before public groups. This has a carry-over value, as students will be enabled to use this training in many of their activities outside the school. No school should hide its lights under the proverbial bushel and the American high school of today is filled with growing pains of its potential talent only awaiting the opportunity for release and expansion. Under proper guidance these undeveloped talents will develop and illuminate the school to a population that is awaiting for the magic button of opportunity to be pressed.

JOURNALISM

The journalistic efforts of a school can never be overlooked in importance when thinking of strengthening the tie of the school with the public. The *Annual* takes so much time for its picture taking and its final preparation, but if the finished product is of fine quality there are many with whom it will come in contact, who will glance through its pages and receive mental impressions

from their comparisons with other annuals. No one who has attended an American school can resist the temptation to look through the annual they come upon casually, wherever it may be.

The school newspaper with its overly business-like departments, which spread out over the school life to utilize time far beyond that allotted by the school for journalism, ranks high in importance. The experiences of dickering with the printer, the taking of pictures, the selection of cuts, the pestering of advertisers, the gathering of news, and the chances of self-expression not only bring valuable experiences, but a public contact that brings to another group of people, not previously touched, the life and efforts of the school. For the finished product of these journalistic attempts brings to many people an idea of what the school is accomplishing. If the ventures are successful, it brings gratifying results in public relations. So with the school magazine, whether it follows the conservative literary style or is of the lighter vein, good public relations can result.

In some areas there is a column or a page of school news in issues of the local newspaper. This reaches out to parts of the population that would not otherwise know of the many incidents of school life. The school group, that produces this page for the paper, is usually a part of the journalistic class and is well acquainted with the selected parts of news presented for publication in the newspaper. Unsponsored news from a high school is very apt to bring on difficulties for the school authorities at some part of the game.

SPECIAL GROUP ACTIVITIES

It is the custom in many localities for certain lodges to entertain the senior boys and for women's organizations to do the same for the senior girls. At these functions there is always a suitable time for various performances for the students to make themselves and the school appear most favorably. The individual or group selections of entertainment at these times hold the most direct attention of many of the best types of citizens of the locale. Naturally there should be a high standard of conduct so that the hosts will be made to feel gratified for the expense and effort.

These affairs may be dinners, picnics, or in the form of an open house gathering. The time should be so arranged that the greatest number of students possible will be available, and it is the duty of the administration and the sponsors to confer with the hosts so that the hour is to be to the advantage of the majority.

In this category may fall the many appearances that can be made by student groups before service clubs. There are a large variety of these and, if at times, programs from the school can be placed before these organizations of

businessmen, it is most highly satisfactory and thus focuses their attention on the schools. It brings to the attention of these men the fact that there is excellent work being done in the school in training young people for their future position as citizens. These clubs contain the outstanding individuals of the community, and they are eager to see and hear students when placed before them in the proper light. Selected students can tell them more for the good of the schools than all of the orating administrators in the wide, wide world. Any service club will welcome the so-called junior member idea, and a senior from the school at each meeting will meet with the unqualified support of the club members. It is suggested that the school see that the junior club member has the proper coaching before he attends any meeting of the organization to which he is to be introduced.

The churches offer an immense vantage point for the expression of extracurricular activities. The school's religious organizations, such as the Hi-Y, Tri-Hi-Y, and Girl Reserves, should retain a close association with the religious orders of the community. Then the school should never pass up the opportunity to provide churches with musical numbers, or entertainments, that will emphasize the relationship of the school with religious efforts.

The exchange program with other schools brings good will between schools. They demonstrate from one school to another the fine work that each school is achieving. This is a great stimulant for better conduct and better productions as it brings into play the highest type of desire for emulation.

The Parent-Teachers Association occupies an important position in the American educational system. Before the mothers of the PTA most student activities pass in review. At the PTA meetings frequently the students present a part of the program. This is before the group that will most frequently discuss the numerous situations that arise in the school. If the school shows the PTA that it ranges in the higher brackets of standards, the fact will be quickly spread through the community. And naturally these PTA members are accepted as authorities on such matters.

CONCLUSIONS

In conclusion, we may also add that, in giving a student an opportunity to participate in some activity, we do much to prepare him for later life. There is also provided a stance for college, if he is one of those that will attend some institution of higher learning. Whether for college or not, it will prepare him for an avocation, an occupied mind, and a stimulating interest with an appreciation for the better parts of life. Without the experience of school activities, the individual is far more susceptible to *isms*, unrest, dissatisfaction, and an unsettled condition of mind.

The proper application of school activities before the public is one of the finest means to win the support of the public at large. When students or members of the faculty are before the public in any capacity wherein the school is affected, the judgment of the public is placed upon the school. The administration of a school has a responsibility in seeing that, if or when such activities are before the public, every known standard of conduct is properly maintained. Proper sponsorship should always be provided. The training within the school with such organizations as the student council will have a splendid effect. Students are certainly human and will run with the pack and, if the school leaders are those who believe in maintaining the proper courses, practically all of the student body will fall in line and respond.

More recitation by school authorities to the public is taken with less interest by the public than the actual demonstrations by pupils. The American is especially desirous of seeing with his own eyes the processes that are going on and then observing the results in actuality. The students are the ones who are undergoing the educational procedures and can best demonstrate what is being done in the field.

After the student is out of school, he shows by his life what he has taken away from the school. He also becomes the citizen who remembers what the school gave him and becomes an agent for or against the school. If he has been occupied in school with legitimate school activities, he is very likely to become a strong advocate of the school and the school system.

All in all, the school has the activities; they attract a very large amount of public attention. The school is most likely judged on its activities, and rises and falls in the public's judgment on the success or failures of these activities. Therefore, we can readily say that the school should make every effort to make these activities presentable and acceptable to the taxpaying and expectant people.

The Junior Fourth Estate

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THOUSANDS of the most intelligent and ingenious students in the schools of America are active, enthusiastic members of the Fourth Estate. These boys and girls have learned to write news, features, editorials, stories, poetry, and magazine articles. They draw cartoons, solicit advertising, take pictures, type, understand printing and engraving, make page layouts, and supervise circulation. They publish newspapers, handbooks of information, programs for games and plays, and yearbooks in a million dollar business. They write and take part in radio and television broadcasts. They are as much a part of the public press of the United States as any commercial enterprise.

The power of the public press in molding public opinion is now axiomatic. Americans believe in its responsibility for their freedoms as deeply as they cherish their democracy. Every articulate group in the United States has its organ, interpreting its needs, its aims, its accomplishments to the rest of the community and soliciting co-operation. It is the purpose of this article to evaluate the importance of student publications as public relations organs.

THE PRESENT IMPERATIVE IN PUBLIC RELATIONS

Radio, press, screen, pulpit, and forum—all the agencies of the social and commercial world within the past year have used their considerable resources to awaken the American public to its responsibility for its schools. A galaxy of talent has been temporarily at the disposal of public education for a high-pressured sales campaign. The story has been told dramatically. Concern aroused thus for salaries, teacher-preparation, school-plant efficiency, and equalization of opportunities for all American youth will probably result in immediate appreciable gains for the schools. Experience teaches us, however, crusades are short-lived, and lethargy settles readily after the tumult dies.

In this statement lies the secret of long-term, constant, inspirational publicity conducted by the schools themselves. Potentially powerful as the voice of the schools is the student press. The staffs of student newspapers, annuals,

magazines, handbooks, and athletic programs are equipped with skill and personal influence *to sell* the schools to the public on a year-in, year-out basis.

Parents Read School Publications

In computing the circulation of a school paper, advertising managers point out that every paper purchased by a student reaches a family. Intelligent parents read the paper to learn what their children are doing and thinking. Proud parents read it, if for no other reason, to rejoice over their children's work and to make comparisons. Even critical parents read . . . for something to criticize. As long as they *read*, they have the opportunity to hear the message of the schools.

Recently a story written by one student in my high school brought an order for twelve copies of the current issue. These were sent to relatives, including a son in service abroad. During the war, boys wrote from Atlantic beachheads and Pacific atolls, begging to be put on the mailing list. Parents photographed pictures in old annuals of sons lost in far lands.

Into the wide-spread sympathy and good will engendered by the natural affections of families and nourished by their expectation of opportunities which the school can give youth, the story of the school falls. The school press reaches the public heart as well as its mind.

The Community Takes Note, Too

School-page editors of local papers insist upon being placed upon school publication mailing lists. Articles on school affairs, special features, and social notes are frequently reprinted. Many metropolitan dailies arrange for regular student reporters who furnish school news once or twice a week.

Some small community papers regularly set aside a complete page for the publication of school news written by students and give staff members a chance to assist in the make-up of these pages. Cosmopolitan papers may call in a student staff for experience on a single issue. Sports reporting in the dailies for high-school games is frequently done by high-school students. These contacts are good for the students involved, extending their social horizons, and good for the schools, winning sympathetic treatment of school matters in the papers and stimulating interest in the homes.

The influence of the school press spreads in widening circles. Military authorities in occupied zones in Europe last year requested periodic mailing of papers from representative high schools—including Hughes High School, Cincinnati—for use in guiding European students in their own publication ventures and in interpreting American democratic ideals. Before the war, a typical high-school paper's exchange list included school publications from

every state in the Union and such far-off places as India, Liberia, Alaska, and Hawaii.

SIGNIFICANT PROCEDURES INVOLVED

The program for proper use of the student press in public relations, it will be obvious from this discussion, has two important aspects. The school must maintain publications of a creditable quality; and it must establish a co-operative relationship with community newspapers. It is my conviction that both objectives can be accomplished through student journalists with great effectiveness.

I shall describe the high-school newspaper at its best because that type of publication is most frequently found in schools. I shall also suggest workable plans for dealing with the commercial press. But before I do either of these, I should like to consider some of the reasons why many schools have failed to achieve success in either field.

School Situation Needs Improvement

Too often, the school publication in the high school is just another extra-curricular activity, tolerated as an outlet for superior students who are not kept busy enough by classwork. Supervision of the paper is a chore assumed by faculty members, without consideration of their qualifications for it, in addition to regular or slightly lightened teaching loads. Although, properly handled, the work involves many hours of after-school time, extra compensation is rarely offered.

The teachers serving as journalism advisers frequently find faculty indifference to student publications discouraging. They may also meet with opposition from colleagues who regard all student activities with distaste or distrust, finding in them competition for the regular work of the classroom. Even otherwise progressive principals and superintendents may look upon the student paper as a house organ, useful in putting over administration ideas and promotion schemes, but in no sense the privileged voice of the student body.

Under such conditions, it is almost impossible for the teacher-adviser to win student confidence and loyalty, or to create the indispensable morale the enterprise demands. As is true of student councils in all too many schools, kept to an agenda of safe, faculty-planned topics, it sets up the illusion of student participation in a democratic process. Students are quick to perceive a mockery.

As a result, many school publications are so carelessly prepared, so stereotyped in material, that they are worthless. Others, strangled by the pressure of time allowed for their preparation, are lifeless. Inept club reports,

slangy sports stories, vapid editorials, purple patches of literary description, innocuous poems on the seasons, borrowed humor, offensive gossip, office-inspired explanations of school discipline, frantic pleas for *more school spirit*, and ill-concealed *apple polishing* fill meaningless columns.

Twenty years' experience as adviser for all types of student publications at Hughes High School has taught me the potentialities of the school press. It is a matter of personal chagrin that, as yet, the paper for which I am responsible has not realized a tenth of my ambitions for it. For many years the staff worked only on a volunteer basis in after-school hours. Faculty censorship fortunately was never an imposed liability, but there were restricting precedents and traditions to be outgrown. My qualifications initially were enthusiasm, an interest in writing, a capacity for hard work, and a fair ability to get along with adolescents. All the technical knowlege an adviser must have I had to acquire.

This is the story of thousands of advisers, with this difference: most teachers keep the school paper for a year or two, then pass it on to other inexperienced hands. I stayed to learn and to catch a vision. I am still struggling with time. Even with what most administrators consider a just concession in my program, one period a day, I cannot cultivate student powers to the point necessary to achieve desired results. For twenty years, my staffs and I have had to work until ten o'clock at night each week on press day to put the paper to bed.

This autobiographical material is the result of the suggestion of the editor of THE BULLETIN that I draw from my own experience. In no sense is it to be construed as criticism of the system in Cincinnati, where the program of student activities is encouraged. The need here, as elsewhere, is a school budget which will allow more time in teachers' programs for all types of individual instruction, including the supervision of student activities.

The school-press project starts with boards of education and school administrators, including the school principal. These men and women must believe in a free, enterprising school press. They must recognize the need for a teacher-adviser trained in the techniques of journalism, the subtler aspects of adolescent psychology, the intricacies of publicity and promotion. They must be willing to allow sufficient time in the teacher's program for the complicated process of publication.

Principals and teachers must be induced to give the school publication loyalty. First right to news, advance notice of activities, and enthusiastic endorsement will give the paper—annual, handbook, or program—dignity and authority in the school and will set the staff to working miracles.

Unfamiliarity with the work involved or the purposes served may render faculty members real obstacles to good publishing. Perhaps all teachers should have some experience with a major student activity. I have enjoyed the good will and co-operation of the excellent faculty of my school at all times. And yet a very enlightening incident happened there when a faculty committee was asked to provide material on one occasion for a special edition to be published for Parents' Night. When the gracious gentleman from the history department who headed the committee brought me the copy prepared, two nights before publication deadline, I gasped. He had enough to fill one page of a four-page paper! My staff provided the rest on short order, but they certainly had to scramble to do so.

During my term as president of the Journalism Association of Ohio Schools, the most frequent complaint I heard from advisers was that the teachers of the school did not realize that their departments were news. Yet in laboratory, classroom, gymnasium, art and music room, principal's office, dramatics workshop, kitchen, and study hall lie the facts to be recorded, the story to be dramatized to catch the fancy of the students and the attention of the public. It is the duty of the school to interpret itself in the fullest terms.

The Public Press Sometimes Fails

The other side of the coin reveals an obtuse, sometime's hostile, public press. Editorially, most reputable papers have now underwritten a better educational program for America. Some reporting practices are still detrimental to its cause. Although all papers show a growing interest in American youth, much of what they report is trivial or sensational. Some papers exaggerate the importance of social club news or stress the bizarre or spectacular. They may defeat the purposes of school publicity entirely by ill-timed features on student personalities or activities not truly representative. They play up student discontent or rebellion disproportionately, as they do adult infractions.

Proper school public relations will alter this adult news pattern to something more protective, more wholesome for youth. Ethical editors will not exploit the adolescent; they will even withhold the names of juvenile offenders against the law. Papers should be discouraged from needlessly discrediting local schools by whatever social pressures are available to administrators, teachers, parents, and the students themselves.

In return for this consideration, the schools should make available to the press a constant flow of news and feature stories of authentic reader interest. The alert staff adviser will develop a public-news sense and prepare or have prepared copy that the papers will accept gladly. The boy wonder in

science, the foreign child Americanized, the victorious handicapped, the ingenious hobbyist, the student poll, the student leader, the social project, the achievement in competition—each is good for half a column and a picture at any time.

The Central Office Is Strategic

One development of school publicity notable for its achievements in large cities is the work of the appointed director of school publicity in the office of the board of education. This director can furnish substantial copy carefully prepared to explain the work of the school and its services. The tendency may be to use his office for the problems of administration, finance, curriculum changes, school-population figures, and board action. Essential as such matters are, his work should not stop there. He may well solicit vital stories told by teachers and students of such human interest as will reach a wider reading public than statistics can obtain. These stories will breathe life into the formal body of school publicity.

The existence of such an office should not supplant the direct contacts of students and teachers with the papers. All promotion copy bears the stamp of its source and is looked upon by editors as service it may publish or withhold. A good story written on its own merits, however, can make the news columns without apology. Editors are quick to seize material based upon genuine news values. The time element here requires direct submission from the source and by the schools involved. It may as well be admitted, moreover, that it is a cold-hearted editor who can resist an enthusiastic student reporter with a story he has worked out honestly and in good faith.

Wherever mutually helpful conditions do not exist between the newspapers and the schools, school personnel should attempt to remove the cause. The reporter grudgingly admitted to board meetings is an anachronism. The schools are no longer a mere routine beat. They are the source of the most important community news available. It is not platitudinous to point to America's hope in its youth. If this is not an honest hope, America has none.

FULL STATURE FOR THE STUDENT JOURNALIST

Standards in the field of scholastic journalism have been exactly defined. There is little excuse for a haphazard, careless job of publication. When school conditions are right, the staff adviser and student journalists can work under expert guidance. Professionally, both the National Coun-

cil of English Teachers and the National Association of Journalism Advisers offer skilled advice. Quill and Scroll is a national honor society for school journalists run on a high level of integrity. Many city scholastic press guilds exist for local exchange of ideas. State journalism associations hold annual conventions and circulate bulletins. Colleges of journalism, though not completely disinterested, offer many helpful services. Membership spans the country in two great national press associations—Columbia Scholastic Press Association, Columbia University, Joseph M. Murphy, Director; National Scholastic Press Association, University of Minnesota, Fred L. Kildow, Director. These national associations hold annual conventions, at which student and faculty representatives hear authoritative speakers from the public press, engraving companies, printing establishments, photographic studios; attend round-table discussions of school-press problems conducted by successful advisers; and engage in student exchange of ideas.

Quill and Scroll publishes its own magazine by the same name; Columbia Scholastic Press Association, *The School Press Review*. National Scholastic Press Association is affiliated in an advisory capacity with *The Scholastic Editor*. All offer *know-how* in approved American fashion. *Student Life*, published by the National Association of Secondary-School Principals and dedicated to school and club activities, offers national recognition to student achievement in the publication field by publishing student-written articles and comments, encouraging the nation-wide exchange of ideas. *The Junior Red Cross Magazine* reprints from school publications and solicits original student-written manuscripts.

A development in the reprint field deserves watching. Presumably started for profit, numerous reprint papers have solicited students for material and subscriptions. Of these, the *National Echo* has the fairest policy; it pays for material reprinted.

These Qualities Are Desirable

When the school newspaper reaches full stature as a force in the school itself and as a good-will ambassador to the community, it does these things well:

1. It covers the school news adequately in acceptable news style, is properly headlined, and is printed on reasonably good stock, with carefully planned layout. News includes school programs, classroom and laboratory projects, scholastic honors, faculty achievements, student activities, sports, entertainment, school personalities from principal to custodian in action, and alumnal enterprises. Stories also report a host of events outside the school which affect the school's life or prepare the student

for citizenship: community, charitable, or civic drives, preservation of local traditions or landmarks, civic improvements, commercial innovations, seasonal celebrations.

2. It pursues an editorial policy designed to give students a voice. Students are encouraged to express opinions on any topic which interests them even if their limited knowledge is unequal to the issue, on the theory that it is helpful to adults to know what young people are thinking, and that practice in coping with ideas is salutary for the prospective American voter. These ideas may appear under editorials, student forum, student polls, letters to the editor, or signed columns.

3. It strives for an interpretation of the school to the community. Articles on procedure in curriculum and instruction will clarify objectives for students and remove parental doubts. Explanation of student conduct will silence or render ineffective the strictures of the censorious.

4. It breaks down the barriers between generations. Faculty interviews reveal the human side of teachers. Discussion of student problems in dating, boy-girl relations, use of the family car, hours for parties, clothing styles, parent-child complications, occupational objectives, and current hobbies bring parent, teacher, and child to a level of understanding.

5. It supports causes: the building of a stadium; the painting of the school; re-vamping of school regulations outmoded in student minds; better interschool athletic relations; health examinations; civic campaigns; local, national, and international projects such as Community Chest, Red Cross, Anti-Tuberculosis League, Conference of Christians and Jews, Freedom or Friendship trains, Relief for European or Asiatic Children.

6. It introduces students to opportunities: contests, scholarships, vocations, community service, good government, international good will, philanthropy, interracial and religious amity.

7. It substitutes good clean fun and wholesome humor based upon genuine incidents of school living for the *innuendo* of gossip and suggestiveness of radio and screen comedy. It omits jokes and cartoons based upon race prejudice, deformities, lawlessness, and sex. It sets itself against vulgarity and chicanery.

CONCLUSION

In a sense, the summary has been made in the program just outlined for the school newspaper. If the school story is told in such terms, it will reach the public heart and mind. If the school can tell such a story, it is in good health and deserves the support of the public.

The telling will involve most of the school population and integrate the life of the school itself. The choice of an adviser of such a publication should be made prayerfully, and the hands of that adviser should be sustained by all the resources of the school system. If this picture of the service of the student publication to the schools' public relations seems visionary, it must be remembered that performance is never higher than the ideals behind it.

Using Formal Advertising

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THE term *formal advertising* as used in this article includes the use of blotters, calendars, enclosures, and leaflets for informing the public about the schools. Newspaper ads, paid radio time, streetcar cards, and billboards are also included. To find out how much formal advertising is used, letters were written to the state departments of twelve states and to the superintendents of fifteen of the largest cities in the United States. Six state departments replied that they knew of no use of formal advertising in their cities. Two state departments sent either one or two examples of formal advertising from schools in their states. Four state departments suggested cities to which to write. Twenty-six letters were written to the superintendents of the fifteen largest cities and to the superintendents of eleven cities suggested by the state departments. No replies were received from five of the cities. Eleven of the cities replied that they used no formal advertising. Ten stated that they did use formal advertising and sent examples of their materials. Los Angeles and Cleveland commented that state laws do not permit them to use formal advertising. In Washington, D.C., no appropriation is made for such purposes, while in Grand Forks, North Dakota, the Attorney General has ruled that the city cannot spend money for public advertising.

CALENDARS AND BLOTTERS

Weequahic High School of Newark, New Jersey, puts out an annual engagement calendar with appropriate mottoes selected by the principal. These calendars are in great demand. South High School in Pittsburgh publishes a calendar for American Education Week which includes an invitation to visit the school, announces an open house, and makes a statement on the importance of education in a democracy. Schenley High School in Pittsburgh, Pennsylvania, has printed an attractive blotter in gold. On the front of the blotter is printed:

HERE IN AMERICA . . .

During the Year 1946, we spent

\$7,500,000,000 for Liquor

\$3,500,000,000 for Tobacco

\$7,000,000,000 for Crime

\$2,500,000,000 for Education

Is This Wise Spending?

Another blotter put out by Schenley High School includes a picture of the school with a descriptive statement of the building and its facilities. The Detroit Public Schools use blotters. Their evening school is advertised through a blotter which has cartoon drawings of an evening-school class in session and a list of some of the offerings.

ENCLOSURES AND LEAFLETS

During the school year 1946-47, Milwaukee, Wisconsin, sent enclosures to the homes with pupil report cards. One of these is entitled "Your Child's Educational Heritage" and states that:

EVERY MILWAUKEE CHILD HAS A RIGHT TO EXPECT—

From the Schools

that the schools will give him:

Capable, well-trained teachers

Modern, safe, well-equipped buildings

A modern curriculum—the kind of education that will make him a competent, healthy, happy citizen

Guidance and special services essential to his development

A wholesome recreation program

From You

that you will:

Co-operate with the schools in your child's educational program*

Understand the significance of free public schools in a democratic society

Avail yourself of opportunities to understand the schools and their needs

Function as an informed citizen in supporting programs for the improvement of the school

Resist influences in the community attempting to restrict the child's educational heritage

Another enclosure answers the question "What are our schools trying to do?" Milwaukee leaflets are printed in attractive format. The use of both black and red ink adds to the appeal.

Fargo, North Dakota, encloses a leaflet with its report cards. *Issues in Education, Social Studies, Current School Problems, Perennial Problems in Education, Visual Education, Your Board of Education, Facts and Figures,*

and *What Makes Business Good?* were subjects treated during the school year 1946-47. The superintendent of schools in Pittsburgh sends home with the report cards of children a series of statements giving important facts about the public schools of Pittsburgh. In the first of the series for the fall of 1947, a report was given of what was done by the State Legislature of Pennsylvania to meet the high cost of living as it affects the schools.

Philadelphia, Pennsylvania, uses leaflets to inform the public of its program. In one, the availability of competent speakers from among the instructional personnel of the Philadelphia Public Schools is announced. The series of subjects on which the staff members are prepared to speak or to lead discussions is given as well as the way to contact the speakers. Other leaflets, 4 by 6 inches, which can be enclosed in letters or used separately, are prepared by the Philadelphia school system. The scope of these leaflets is indicated by a sampling of the subjects: *Counseling is a School Service*, *Your Schools and Good Health*, *Your Schools and Today's Needs*, *The Cost of Your Schools*, *Your Schools as Community Centers*, *Arithmetic*, and *Radio Goes to School*.

Detroit uses leaflets somewhat comparable to those described for Philadelphia. Subjects of four of these are: *Let's Read*, in which the trends in teaching reading are described; *Table Talk*, in which an over-view of Detroit's school system is presented; *No Exceptions*, in which the opportunities for handicapped children are reviewed; and *After Dark*, in which adult education is discussed.

Many schools are utilizing the *green sheet*, "Our Schools," which appears monthly in the *School Executive*. This is also printed separately by the *School Executive* and sold to school systems for distribution to boards of education, parent-teacher associations, and various civic groups. In some cases, superintendents are purchasing 150 to 200 copies of the *green sheet*. The sheet provides lay people with information on various problems which are of concern to schools in general. School administrators seem to like these sheets because they provide information which they would like to pass on to lay leaders if they only had the time to prepare the materials. Titles for recent issues of the *green sheet* include: *Camping and Outdoor Education*, *Can We Secure Adequate Local Revenues for Schools?* *The Cost of Preparing to Teach*, and *Character Education*.

The Colorado Springs Board of Education uses four-page, 11- by 16-inch, newspaper-like publications portraying the needs of the Colorado Springs schools for bond-issue campaigns. Effective pictures are used through-

out the publications. Philadelphia recently published a four-page leaflet entitled *Citizens of Philadelphia, This Is a True Story About Your Schools* in which the need for securing money for the kind of schools the citizens want was forcefully presented.

Most schools issue booklets and pamphlets from time to time on particular aspects of their program. Since methods for developing such materials are described in another article in this magazine, detailed descriptions are not given here. References to a few of the samples received will indicate the type of bulletins which nearly every school system publishes.

For 1946-47, Bloomfield, New Jersey, issued a pictorial booklet indicating the ways in which the Bloomfield schools were attempting to develop healthy citizens and enable children to understand our world and to become effective citizens. The financial problems of the system are described in relation to the objectives of education. Pittsburgh has a bulletin on its co-operative part-time sales training program. Weequahic High School of Newark, New Jersey, issues a career-day conference bulletin. The evening school program of Schenley High School in Pittsburgh is described in a printed bulletin.

CAR CARDS, RADIO, BILLBOARDS, AND NEWSPAPER ADS

Very few schools indicate that they use advertising of this nature. A car sign carrying the following was displayed in the trolleys, buses, and subway trains in Philadelphia this past fall.

AMERICAN EDUCATION WEEK—NOV. 9 to 15

Visit Your Schools!

The Board of Public Education

Newport News, Virginia, placed a half-page advertisement in the local papers this past fall which contained a reproduction of the face of the report card with captions emphasizing certain features of the card and the general importance of the card. The advertising was sponsored and paid for by business firms in the city. Mr. Lamar R. Stanley, principal at Newport News, comments: "We found it very effective in gaining attention—much more so than routine articles—and we plan to use this device occasionally to emphasize the work in other areas of the school."

Colorado Springs used paid advertisements in newspapers and prepared dodgers and radio spot announcements in a recent bond issue. One school man states that one large city uses paid billboard advertising and that a state

teachers association three or four years ago ran paid ads in all of the newspaper of its state.

THE ADVERTISING COUNCIL'S CAMPAIGN

The Advertising Council of America is at the present time putting on a vigorous campaign to inform the American public of the deterioration of the nation's schools. Free radio time allocated by the networks and independent stations, 71,000 car cards, 37,870 window posters, and pages in 1,160 magazines through the support of the Magazine Publishers' Pool are among the methods which are being used. In conjunction with the Advertising Council's campaign many businesses and industries are sponsoring advertising. An editorial entitled "America Cannot Afford to Waste its Children" by A. N. Spanel, president of the International Latex Corporation of Delaware, has appeared in 127 leading newspapers and was carried as a full-page ad in *Life*, *Time*, *Newsweek*, *Saturday Evening Post*, *Colliers*, and *Ladies Home Journal*.

General Mills has sponsored a full-page ad in the *Saturday Evening Post*, *Life*, and five other nation-wide magazines in which an open letter, written to the teachers of America, states that General Mills recognizes the important and difficult responsibilities of a teacher. The top half of the advertisement portrays in color an attractive teacher in front of a Christmas tree in which eight boys and girls appear as Christmas tree lights. Undoubtedly the reaction of anyone who looks at this advertisement, and no one who looks at the page would leave it until he had carefully scrutinized it, will be one of recognizing that teaching can be an interesting and colorful kind of work and that it is as important an occupation as anyone might choose.

Another illustration of advertising in behalf of education is a sheet sponsored by Scott, Foresman and Company, book publishers. This is in the form of a primer for parents. The conditions in education affecting the welfare of children which ought to be improved are described.

SHOULD SCHOOLS USE FORMAL ADVERTISING?

As clearly shown in other articles in this magazine, educators have a definite obligation and responsibility to see to it that laymen have a chance to decide the kind of schools they want. True, the schools belong to the public, but educators are the full-time workers who will betray their trust if they do not constantly, consistently, and effectively bring to people the data needed with which to make wise decisions about schools. Laymen need the help of educators if they are to understand the needs of children and

youth in a changing world where society is constantly making new demands on people and where added insights concerning child development are constantly being discovered. Then, too, the values and objectives which our democracy sets for itself and which we cherish for the world are always evolving. Laymen have a right to expect educators to be especially sensitive to areas in which values are confused and to be articulate in giving leadership in clarification of social goals.

The public should be helped in deciding the kind of teachers it wants in the classrooms of America, the kind of buildings in which it wishes its children to go to school, and the kind of learning materials it wishes to be made available. The educator has a responsibility to see to it that the strengths and weaknesses of the program of education in a community are known by every citizen.

It seems obvious that schools should use formal advertising if and when it represents a desirable way to carry out the obligation that educators have to inform the public. Certainly no one would think that formal advertising should take the place of *media* such as the pupils themselves, the speeches and informal discussions of teachers and administrators with laymen, the educational programs on the radio, and articles in the newspapers. Each school will have to decide for itself whether the use of blotters, calendars, report cards, and mail enclosures will make the total program of providing information to the public more effective. Such advertising undoubtedly will.

Whether to use car cards, billboard, newspaper, and radio advertisements is a more difficult question. Advertising education is different from advertising a brand of patent medicine or a particular make of automobile. Schools are not in competition with each other. Schools do not even wish to compete for the tax dollar with other social services. The purpose is to give people a basis for deciding what part of their money they want to invest in schools. It is an open question whether the tax dollar should be used for the more formal type of advertising.

Some laymen resent the use of tax money for school advertising. There is no real reason that there should be this resentment since a citizen might well take the point of view that he wishes some of his tax money spent to keep him informed about the schools. On the other hand, if there is a question as to how such use of public expenditures will be interpreted, it may be more appropriate to turn to parent-teacher associations, various civic groups, teacher associations, unions, and any other groups in a community which recognize that they have a stake in the quality of education. Sponsoring of ad-

vertising by such groups will sometimes be accepted more completely than when the schools themselves take the initiative. This is especially true for a campaign to raise money in which there are definite differences in points of view in the community.

SOME POINTS TO KEEP IN MIND

The educational program must have vitality and be concerned with fundamental issues and problems; otherwise, the advertising will be short-sighted in terms of a limited concept of education. It may do more harm than good. Rather than try to sell the public on the present program of the school, it is well to help laymen realize that the schools are theirs and they have it within their power to decide the quality of education they want. The public must be helped to see that schools must constantly revise their programs to keep up with the needs of the times.

There should be a continuous program of informing the public in which fundamental points of view about education can be developed. When a critical issue must be decided, people then have the bases upon which to think intelligently. If the more regularly used firms of advertising have been capitalized upon in the continuous program, then special features are effective when an intensive campaign is necessary. For example, the dairies of Peoria, Illinois, recently used 26,000 milk-bottle collars urging citizens to vote for better pay for the teachers, the construction of added buildings, and the improvement of old buildings.

According to the National School Service Institute of Chicago, Illinois, advertising campaigns are based on one of three premises: hope, fear, or shame.¹ The Institute suggests that school people should avoid using the *fear* technique. The *shame* motive should also probably not be used since it is difficult to win friends through shaming them. *Hope* always offers appeal since it permits a vision of something tangible through having a higher standard of living and more happiness can be attained.

Advertising should be simple, clear-cut, and full of human interest. Educators must recognize that the majority of adults still have not gone beyond the grammar grades. Their vocabulary is simple. Many have not learned to think through a complicated problem. School people must realize that they often cloak their messages in pedagogical language which is heavy and wordy. In a recent study made by Dean Trabue of Pennsylvania State College, it was found that factual information is not very effective in

¹National School Service Institute. *Campaigns, Some Practical Suggestions for Schools*. Chicago: The Institute.

appealing to young people to become teachers. The study shows that it is necessary to attract the imagination and emotions of a high-school student in order to give him sufficient interest to investigate the actual duties and conditions of work in the teaching profession. Dean Trabue concludes that posters with an emotional appeal are clearly more effective in attracting initial attention than elaborate booklets of information. Undoubtedly the findings of this study would apply to laymen in their reactions to education. It should be emphasized that cartoons, pictures, and other graphic devices tell a story more effectively than straight, written copy. In addition, it must be remembered that a human interest story about a few children is more effective than statistics about large numbers.

Most laymen are anxious to help their schools. Advertising experts in a community can assist school people on specific campaigns as well as help educators develop "know how" about advertising which can then be used for more continuing efforts. The Birmingham, Alabama, Advertising Club prepared, financed, and circulated large printed folders of information and illustrations showing school-building needs in connection with a recent campaign in Birmingham.² A publicity committee for a recent school campaign in Mansfield, Ohio, included four men actively engaged in publicity work in the community.

CONCLUSION

Formal advertising can well be used as one means of keeping the public informed about the schools. It should be considered, however, only as a part of a total program in which other *media* of informing the people about education are also used as completely as possible. The advertising should be simple, direct, and concise. Laymen can help in developing effective techniques. The practices of the schools throughout the country which are using advertising successfully can well be examined for suggestions by a school which is attempting to make its program more effective. It should be remembered that the effectiveness of advertising will be primarily determined by the soundness of the program of education itself. The advertising should be continuous in nature rather than spasmodic. It should appeal to the desires of people to improve life for themselves, their fellow citizens, and their children.

²Educational Research Service. "Winning School Support at the Polls," Circular No. 7. Washington 6, D. C.: American Association of School Administrators and Research Division of The National Education Association. September, 1947.

Is Your School An Isolate?

A. HELEN ANDERSON

*Director of Publications
Denver Public Schools*

COMMON among current educational practices is the making of the sociogram—a coined word describing the chart that analyzes the relationships of the child to his classmates in social, work, and other group situations. To the uninitiated teacher, the sociogram may show only that “birds of a feather flock together” and that Hazel and Harry just don’t get along with their classmates. To the teacher dedicated to the task of wise guidance, the sociogram identifies *isolate children* and reveals opportunities to help them attain status among their fellows, to achieve security in social situations, and to work successfully with others.

May not the school itself be an isolate and have needs that are analogous to those of the isolate individuals? If education is to succeed in bringing about a better life for all, the school must have status among the institutions of the community, the security which comes from community acceptance and understanding, and the ability to work with all community agencies toward common ends. If unaware of these needs or of the means by which they may be attained, schools, too, may be isolates.

THE SCHOOL CANNOT SAFELY ISOLATE ITSELF

In this day of competition for the resources of public treasuries, we need to think about the relationship of the individual school to the community. No longer may the secondary school, in particular, safely isolate itself and, undisturbed, devote itself to geometrical formulae or Latin declensions. Nor may it do so even if a more dynamic program is in effect. For a community, ignorant of the good quality of the school program, will be as indifferent as one which regards the education work of a school as of no significance. The ceaseless traffic of the day speeds endlessly past the school building—business on a neighboring corner may seem concerned only with its cash register, the local improvement society meets to study a new paving project—and the school judiciously minds its own business, as it sees it. The school, to faculty and stu-

dents, is an isolated island and a peaceful one. There is a public, of course; and a PTA. The nebulous specter of the taxpayer hovers in the distance. Realities, but remote ones. The school may lull itself into complacency in spite of them.

Then comes a day! The speeding traffic, it seems, has carried thousands who complain of the costs of education; the neighborhood cash register does not click as often as it once did; the improvement society decides that pavement is more necessary than a new school building. And Mrs. Jones has observed, through the slats of her Venetian blinds, high-school boys and girls going to school, hand in hand. The school, whether the township high school or a part of a large metropolitan system, discovers uncomfortably that its community is not at all convinced that public education is the great bulwark of democracy and the major guarantee of our liberties!

QUESTIONS FOR THE SCHOOL SOCIOGRAM

Long before this D-Day, the school might make its own sociogram after a pattern of its own choosing. It should find out:

Who are our neighbors?

What do they think of us?

What do they know about our problems?

Do they understand the school program?

What do we think of our neighbors?

What have we, as an institution, done for them?

What industries are near us?

What are their problems?

Do we use the resources of the community in developing the educational program?

What kind of product is our school returning to the community?

Does the community appreciate the relationship of the school to the preservation of our freedoms?

Is the community a better place because of the school? Why and how?

Do we know our neighbors personally?

Do they like us well enough to—well—to ask us to join the discussion of the pavement problem?

How often have we helped out in community needs?

Are community relationships limited to the Chamber of Commerce and the service clubs?

Do parents, students, faculty, and community plan together in shaping the school's program?

The questions could be multiplied and broken down into hundreds—but the end results, so far as the isolate school is concerned, will be a realization of inadequate knowledge of the community on the part of the school and inadequate knowledge of the school on the part of the community.

THE SCHOOL MUST HAVE COMMUNITY STATUS

If the school is to retain status in the community and to enjoy security, it must do two things—bring about among its own personnel an understanding of the problems and needs of the community; and effect in the community an understanding of the problems and needs of the schools. Neither of these tasks is of so little magnitude that it can be postponed until some school crisis is on the horizon. A community left in ignorance of school problems until a week before it is asked to do something about them will hardly be convinced by the sudden appearance of pages of advertising, pamphlets, and handouts, or the unexpected pleading of radio announcements.

DON'T WAIT UNTIL THE ELEVENTH HOUR

Better, a steady, year in and year out effort to work in co-operation with the community. The eleventh hour is a poor time to establish face-to-face relationships. And conversation cannot be maintained for long between people who have no common basis of understanding—under these circumstances, exhortation becomes the only resource and most people can take very little of it. It may be later than we think, but presume that we have time to develop a public relations program built on mutual understandings.

The school's first task is to know its community—to know to whom it is speaking. It will concern itself with parents, business, industry, labor, church, and government as it relates itself to the school. It will learn to speak the language of the community and how to find its way around. It will know its community leaders. It will use the resources of the community in building its program.

It will use all the means at its disposal to bring to the community information concerning the school. As an individual school, it may be in no position to finance new publications or new mediums of publicity—that is the problem of a central administration—but it need not overlook the opportunities at hand. There are many of them. Here are some of them:

1. *The school newspaper.* This can go into every home represented, if properly channeled, and, even though written and edited by students, this can be a medium of good school publicity. Too many school newspapers are social and joke sheets. They can become what they should be—a means toward furthering the major objectives of education. The whole world of youth is the school newspaper's news field—and in it can be vital stories which interest young people—and at the same time prove to parents that success in a football game or the latest date of the school glamour girl is not the end-all and be-all of a high-school education. The school newspaper is a natural medium of telling the story of the real work in the classroom.

2. *The school annual.* This traditional publication will go into probably half the homes represented. The story of what is taught in the school, and how and why, deserves as much space as the gyrations on a school dance floor.

3. *The school handbook.* In it is room for much vital information concerning the school.

4. *The printed program.* Go to any school affair where a printed program is used—the school play, the PTA open house, the commencement program—and note the waste space on the printed program that could have been used to tell the audience something important about the school—something which the community ought to know.

5. *The report card.* Planned ahead, a message of importance about the school could be printed on every report card, and a different message could be used each time the card is issued. More important, the language of the card should be such that the parent is convinced that the school is interested in the individual as an individual.

6. *Stationery.* School stationery can be used for the repetition of a slogan or of one fact—"Bailey High School—Built in 1882—The oldest school building in Park County."

7. *Film-Strips.* Few among picture houses would refuse a message of importance from its neighboring school.—For example:

To our friends and neighbors: The Student Council of Bailey High School is conducting a campaign throughout the city for a safe and sane Hallowe'en. Fun without vandalism is our aim. You can help by discouraging handout night. Remember the world food shortage. People are hungry in other parts of the world. Bailey High wants to do its part.

(Signed) Frank Thompson
President, Student Council
Bailey High School

8. *The neighborhood newspaper.* As every small town has its newspaper, the large city has its neighborhood advertising handout. Both can be used by the school that is alive to their publicity value.

9. *The city newspaper.* Co-operation with the school administration in relaying news through proper channels.

10. *Radio.* Many radio stations will co-operate with the school. True, they are not likely to air, as they once did, the amateur efforts of the educator in the broadcasting field; but they will use spot announcements and include items of news value on regular newscasts.

11. *Posters.* The posters made each year by high-school students for various

school and community purposes would, if laid end to end, encircle the globe. But how many of them reveal their source? A shadowy name penned in the corner! And the poster reposes anywhere from two to ten feet behind a glass store window. Why not label plainly—"Arabella Jones, student, Art Department, Bailey High School." Why not use public conveyance advertising space for these posters? Such space can usually be had free of charge. And why not produce posters that will make a contribution to community needs? Local financial drives, safety, sanitation, care of community property are subjects that will give the taxpaying citizen a feeling of school co-operation.

OLD IDEAS HAVE NEW POSSIBILITIES

In addition, the school has available many other means at hand by which it may emphasize the importance of the school program. The more obvious are exhibits, open-house techniques, parent days, and participation of school organizations in the community program. (And by the way, if your school band is marching in a parade, particularly in a metropolitan area, why not mark both sides of the drums with "Bailey High School"—students, teachers, and alumni may recognize the green and white of Bailey High, but the crowd as a whole may think the band represents a nearby college.)

The above are, of course, the things we've always done; but there are new approaches. The school exhibits (if you are not too afraid of entangling alliances) may be displayed in the windows of a local department store. If yours is a small community, all the stores of "Main Street" might co-operate in putting on a school exhibit as a part of Public School Week or American Education Week.

WHAT ARE THE RESOURCES OF THE COMMUNITY?

Participation in community programs by school musical organizations, student or faculty speakers, panel discussions including lay representatives are, of course, *old stuff* to the secondary school; but in this field, too, more effective methods can be developed. What about using the resources of the community as teaching aids?

Where is your school located? In the heart of a mining area? In a fruit country? Is it near airplane factories?

Conferences built on community industries and problems can be developed in which everybody takes part—students, faculty, labor, and management. Examples recalled are an air-age conference to which leaders of the commercial airlines came across country to attend; conferences in which faculties and management arranged study of community resources; meetings in which bankers and school personnel set up units of study in all phases of banking for school use; vocational nights in which representatives of hundreds of occupations met with

high-school students to discuss in small conference groups the requirements of various vocations.

One of the most vivid examples of school and community co-operation occurred during the coal strike of 1946. Closed for lack of fuel, the schools of Denver opened up outside of school buildings. Churches, lodge halls, police stations, homes, and theaters offered their facilities as classrooms. Radio stations gave free time for educational programs, and newspapers printed lesson assignments.

COMMUNITY UNDERSTANDING RESULTS

In all of these activities, the objective is, of course, the educational program; but the by-product is the development of a closer friendship and understanding between the school and the community. The result is a wholesome one. Too long has the school and the school teacher done all the talking, without giving the community a chance to talk to the school. The school teacher in all of us is probably the cause—and we go merrily on making final pronouncements, *a la Moses* on Sinai. "This is the answer, class. Period." And all the while the community, though not talking back, may not be at all sure that "This" is the answer.

By bringing the community into the school and by reaching into the community, a relationship is established in which conversation replaces exhortations and pronouncements—those unpleasant attributes which have so commonly been associated with school people.

OTHER PUBLICITY MEDIUMS

The techniques discussed so far are limited to the use of mediums already available in the school or the community and require only expenditures of imagination and energy. For the school with budget appropriations for publicity purposes, the program may be enlarged to cover a variety of devices for telling the community about the school. Among them may be listed:

1. *The brochure.* Through such a publication, if the writing is simple and the photography good, the story of the school's purposes may be vividly described. The circulation of such a publication, because of its cost, is necessarily limited. The brochure can be at best only an annual publication.

2. *A monthly pamphlet.* Such a pamphlet of two to four pages may be only a printed letter from the faculty to the home in which some one phase of the school's philosophy or service is discussed briefly.

3. *Mimeographed letters.* These are sent to parents explaining report cards, record systems, graduation requirements, regulations, or requests for co-operation.

4. *A small newsheet.* This, too, is sent to all homes and to the names on a carefully developed mailing list which will include the alumni of the school. Such a mailing list should *not* be limited to the membership of service clubs or the Chamber of Commerce.

5. *Occasional letters or pamphlets.* Addressed to school alumni.

6. *Pamphlets or letters.* Parents of children about to enter the high school for the first time might receive information on "So Your Child Enters Bailey High!"

7. *Pamphlets.* Prepared especially for the incoming student—"You Are A High-School Student Now."

8. *Pamphlets to prospective employees.* These are under the general heading of "Learning at Bailey High."

Others will suggest themselves.

PUBLICITY IS ONLY A BEGINNING

It must always be remembered, as the school progresses from the isolate stage to one of co-operative relationship with the community, that publicity is only the beginning. It forms a basis for discussion, for conversation, for exchange of points of view. Unless it is used as the basis for friendly relationships, it can be futile—leaving the school as isolated as before.

Publicity presupposes, too, an informed and friendly faculty and student body. Let us begin, then, with internal publicity, recognizing that each person in the school is a potential spokesman for the school. As such, his information should be adequate and accurate and his loyalties assured by open discussion, within groups, of the school's policies and problems and by participation in the making of those decisions and policies.

Thus, the school will have within its own walls its most valuable help in establishing community understanding—the help of its own personnel—students and faculty members who have been included in the planning of the school program rather than isolated from it.

"Lend Me Your Ears"

KATHLEEN N. LARDIE

*Supervisor of Radio and Manager of
Station WDTR, Detroit Public Schools*

LEND me your ears." So spoke Mark Antony in the market place when he pleaded the cause of his great friend, Caesar. Many times educators might wish they had Mark Antony's eloquence and the opportunity to plead the cause of education so that the community could be kept alert to the objectives and problems of today's schools. Yet if educators made use of the miraculous tools of communication, radio, they might speak to all the people of the land. To each and every citizen they might well say, "Lend me your ears."

This does not imply that all educators should take to the air waves and in oratorical language tell *the folk* what they should know about their children's education in this changing world. It means rather that schools should include radio in the regular school curriculum when and if it serves a definite purpose. It also means that radio techniques should be adopted to increase interest and motivation in the regular class instruction. Radio is an art that can supplement and enrich all subject-matter fields and is within the reach of the underprivileged and the handicapped citizen, young and old, as well as those who normally pursue the road to learning.

Today all over the land, schools are being equipped with public address systems so that students may talk to students about their own interests. Today mock broadcasts even in lower elementary grades reinforce the programs of speech, reading, composition, and the more important program of learning to live together. Many teachers affirm that radio and radio techniques create a healthy climate for the learning process and the enjoyment of worth-while experiences.

Now you might ask, "What has radio to do with the public relations program of the schools?" The most valid and reliable public relations program is the reaction of the young citizen himself. The satisfied student is the best advertiser for the schools. In this age, children "are heard as well as seen," and parents, with or without the blessing of a higher education, observe their chil-

dren and form their opinion of the schools on the apparent worth of education to each individual. This implies worth-while experiences that correlate with the student's daily life and so are meaningful to him. Radio is a definite part of the student's activities during leisure hours, and the school that ignores this tool of education is missing one of the finest opportunities to promote favorable reaction to the schools.

Students who use radio in the classroom have an added interest in the three R's because the fundamental subjects are the body of radio. The end products of education may be the same, but the radio road is alive and vibrant, paved with interesting materials and purposeful activities. Radio is one homework that needs no assignment. It is the one homework that in many minds needs curtailment. The parent who knows that Johnny is encouraged to set up criteria for radio listening, to budget profitably his listening hours, and to have opportunities for practical experiences in speech, composition, and working with his fellow students knows that the school is serving the young citizen's needs. Let us review some of the ways in which school systems have adapted radio.

LISTENING IN THE CLASSROOM

The modern teacher notes the radio fare in her community and plans to listen with her students. True, this entails much more effort than using materials readily available. In many cases she must request the portable radio from the office or ask to have the program tuned in to her room at a specific hour. In many cases students bring radios from home—this involves another responsibility. The alert teacher prepares her students for the broadcast according to the type of program and the needs of the students. The wise teacher sees that the radio is properly tuned to the station and advantageously placed and that the students are ready to listen. She does not follow any set pattern, but is guided by the objectives in listening to the program and the knowledge that the class has of the subject to be broadcast. I've heard these remarks:

Let's draw the shades and pretend we're at a play. It will be like hearing the story in a real theater.

I'll write on the board the names of some of the characters you will meet.

The alert teacher, realizing the number of hours her students listen to broadcasts, uses the radio programs that correlate with the course of study or are directed to the purposes of general education. She realizes that often an adjustment in the school schedule must be made to include these programs when they are broadcast. Network programs serving a nation-wide audience cannot be directed to the time schedule of an individual school. Teachers say:

My pupils look forward to *Storyland* in which the characters from "stories old . . . stories new . . . stories make believe . . . and stories true" come to life and, with the accompaniment of music and sound effects, give them an enjoyment and understanding of the story as it was meant to be.

Radio brings to my students material not yet available in textbooks and current happenings "as they happen."

Our school is in an underprivileged district, but, when we turn on the radio, we have Row A seats.

In early days, only the very wealthy could afford to hear the glorious symphonies and the music programs that are an everyday happening with us now.

Dramatizations of important events and personalities make history come to life in our classroom.

Transcriptions of favorite broadcasts can be repeated whenever desirable.

Teachers say:

Our school is building its own transcription library. Students turn to these records for interesting, valuable information about persons and events. We sing to the music of famous artists—a symphony orchestra is at our disposal.

Students in our sight-saving class find records an invaluable aid in their learning.

Famous artists help us enjoy poetry and song.

We find our students turning to the record department at the public library for enjoyment of their leisure hours.

Opportunities to discuss the offerings on the air and to challenge the content of the program are carefully provided. The teacher is interested in outside listening of the students and welcomes discussion of programs that correlate with the one that has been broadcast. One teacher has told the writer:

My students feel free to criticize or praise the program. Sometimes they simply enjoy the broadcast and do not wish to discuss the program content.

The teacher plays a most important part in the listening program. I shall never forget the boy who said, "The radio program was much better than the teacher thought it was." By her attitude, the teacher approves or disapproves of the broadcast and, by her leadership, can draw from the program constructive criticisms and a clearing up of any confusion that might arise from the broadcast.

BROADCASTS PREPARED AND PRODUCED BY SCHOOL GROUPS

For a number of years, many local radio stations throughout the country have been most co-operative in providing opportunity for student programs to be broadcast. This activity imposes a deep responsibility on the schools to present broadcasts *listenable and informational*. The fact that the programs can be heard in the community provides an incentive to the student to do his best, and many a parent has been astonished at the time and effort Johnny puts on a program that is "really going to be broadcast." Mother never fails to listen

when her boy is to be heard. In fact, it is not unusual for all the relatives to tune in. When the program adequately and in fine fashion portrays the work of the school, it well serves the public relations program.

In the early days of educational radio, parents were probably too impressed with the young citizen's offering on the air, but through the years, they have come to accept radio appearances in much the same light as participation in the school play or on the football team or perhaps the singer in the church choir—but with some difference. Mothers have told the writer:

Jimmy didn't have to be called this morning. He was on a broadcast and couldn't get to the studio any too soon.

Grandmother lives out in the country, but this morning she heard her Mary sing on the air . . . glorious!

Bill never liked to write compositions, but last week he spent days and nights writing a script about Tennyson. He was thrilled when the class recorded his script.

Dad says that everybody in the barber shop listens to the school broadcasts. They all wish they'd had the opportunities youth have today.

It is not the purpose here to lament some of the offerings of radio or to call attention to the fact that radio has not always lived up to its possibilities. We are concerned here only with the responsibilities of the school toward this medium and how its use can reinforce the school curriculum. While many radio opportunities have been open to students, there are places in our country where school groups have had no part in the radio picture and stations have been either unable to co-operate or have not included educational groups in their schedule.

FREQUENCY MODULATION

With the advent of FM, radio can really become a part of the school curriculum. Some larger school systems have successfully operated FM stations for a number of years, but today the trend is nation-wide, and the contemplated network of educational stations can serve all communities, large and small. To do this, however, educators must be willing to provide a staff for this purpose, recognize radio as a definite department in the school system, and adequately support the program. When the thousands of FM stations become a reality, the schools will in truth be a part of the community and the radio might well become the basis of the public relations program.

A glance at the radio schedules of educational FM stations shows us that: Programs can be planned to serve all groups at a time when they can best receive broadcasts.

Broadcasts can be of any desired length—from five to ten minutes for the younger group to a complete performance of a senior play.

Programs of local interest to school groups can be presented as often as desired and not interfere with the schedule of the commercial station which may be designed for a much larger group.

Young folk will have an opportunity to discuss current topics and subjects of interest to the community.

Parents and students can plan programs together to fit specific needs. Leaders in civic affairs and authorities on various subjects can speak directly to school groups at appropriate times.

Programs can be repeated when desired to meet the needs of individual groups.

The best of music programs will be within the reach of all schools.

School groups, when they are sufficiently prepared, will provide drama and music for the whole community.

Participation in radio programs will be open not only to the student of speech, but also to the student who works in sound effects, production, and script writing. Creative work of students will be aired for the benefit of all.

This does not mean that educators will become less concerned with the offerings of local stations. In fact, the opposite should be the rule. Educators look to commercial stations to furnish programs of intrinsic value. Through the use of radio in the schools, all should become more aware of the better offerings of radio and more willing to support the worth-while programs.

We have seen many changes in the scientific world, and citizens on the whole have been eager to adopt those inventions that make for better living in the home and greater convenience in transportation. The schools also must keep pace with the advancement of science and be ready to adopt the tools that are part of man's world today. Through radio, peoples may speak to peoples and, through speaking, learn to understand each other better. Radio deals with the minds of men as the Preamble to the Constitution of UNESCO says, "... since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." Today we are helping in the building of the minds of young citizens. The building of peace must begin at home, and one of the weapons that can aid in that building is radio.

We have seen how one man used radio to destroy a civilization. Let us use radio to build an understanding among the peoples of the world. Let us use radio to build in our own communities an understanding of the young citizen's way of life and let radio speak to all the peoples so that the affairs of the school itself become a part of every home. We cannot expect written reports to tell the whole story of the schools, so we must use modern radio techniques to the fullest extent in this modern world. As the schools become a greater part of the community and as radio plays a greater part in the schools, we may be sure that when educators speak, they will have an audience and will not have to plead as Mark Antony did in the market place, "Lend me your ears."

Putting Pictures and Films to Work

LESLIE E. FRYE

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THE creation and development of desirable public relations between schools and the community is a cumulative process. This cannot be achieved overnight. On the other hand, some blunder or thoughtless act on the part of a school official may seriously impair or completely neutralize much of the hard work invested over the years in building good public relations.

Most public school administrators are aware of the importance in keeping the public informed of educational activities and progress. There are innumerable methods to accomplish this. An attempt is made in this article to describe some techniques and methods which may be used with films and slides to improve public relations between school and community.

WHO SHOULD BE RESPONSIBLE FOR PUBLIC RELATIONS?

Who should carry the load of promoting public school education? Is it the responsibility of public officials, the school administrators, or is it the responsibility of everybody? If even one generation fails in its responsibility of passing on to the next its knowledge and "know how," the results will be a reversion to the primitive.

It is a sad commentary when we have the anomalous situation of being aware that our educational system is the factor that makes this nation great and yet we are continually forced to bring a large segment of the population within its orbit. This is substantiated by a Bureau of Census, Department of Commerce, report. The Bureau points out in its report that slightly more than half the population of the United States twenty years old and over had completed the equivalent of the first year of high school by April, 1947. The same report goes on further to say that approximately one person in ten had completed less than five years of school.

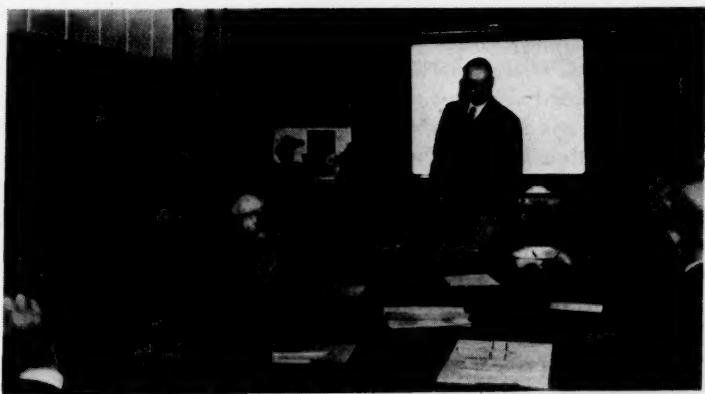
The Chinese are credited with the saying that a picture is worth a thousand words. The armed forces in World War II found that training aids involving motion pictures, film-strips, models, still pictures, and mock-ups used



A film forum in action

in their training program did the job with amazing efficiency. There is little doubt, from this and other evidence, that these are powerful teaching tools.

Dr. Robert Hutchins, president of the University of Chicago, in a recent speech pointed out that, if teachers wish to be considered as professional people, they must learn to employ professional tools. He mentioned the fact that audio-visual aids may be considered in this category. Not only is the visual method



Not only is the visual method valuable in classroom teaching, but it is of inestimable value in all phases of promotion and exposition

valuable in classroom teaching procedure, but it is of inestimable value in all phases of promotion and exposition.

As an example of how important private capital considers this, industrial and commercial organizations have invested millions of dollars in sponsoring the production of sound motion pictures, film strips, and slides to promote good public relations and increase sales of their products and services. The great bulk of this material is distributed as a public service and contains a minimum of advertising. In fact, it is difficult to determine in many cases who is responsible for these productions. A utility company in one of the largest of our metropolitan cities has recently sponsored a film costing one hundred thousand dollars, produced by *March of Time*. It is purely a public relations film.

Concrete evidence of the effectiveness of films is contributed by the United States Office of Education. This reliable source of information offers a compilation of statistics relative to the use of industrial and educational films and highlights the effectiveness of this medium. The survey checked the reactions of 495,000 persons. The comparison was made with other *media* of instruction. The survey showed, among other things, that films increased interest and enthusiasm in the subject eighty-six per cent, increased comprehension of material eighty-one per cent, increased stimulation of discussion seventy-nine per cent, and shortened the training period seventy-three per cent. If we accept these figures, or admit only a fourth of each as being true, it would be a sin of omission not to employ this medium at every opportunity.

NEED FOR A CONTINUOUS PROGRAM

Most school administrators have experienced the difficulty of passing a school levy. This may have been due to a failure to bring together in harmonious accord all of the possible influences in the community. Some of the groups most actively interested might be listed as real-estate interests, religious organizations, and special interest groups of a like nature. This problem of the educator, then, is to show how it will be to the advantage of each group.

Schools are somewhat handicapped in neutralizing the influence of special interest groups intent upon defeating a school levy. However, if the school administrator has a continuous program of public relations, he should experience no difficulty in providing the required punch to put it across.

We have found that industry has used the visual method effectively in promoting its interests. No private concern of any size neglects its public relations. Even during the war when certain consumer goods were off the market, huge sums were spent to keep the public informed of the reasons for this scarcity.

If every school administrator is his own public relations counsel, what should be the nature of his work? It is chiefly the responsibility of any public



Programs using films as a basis of discussion are usually appreciated

relations counsel to build up sympathetic attitudes of the public toward his firm. To do this job, he is continually telling the public the story of his company or organization. This may relate to its product, employees, plant, history, or some service rendered to the community.

When the necessity arises, it is not difficult to enlist the support of the civic-minded forces of the community. But here again, this program must be continuous and not wait until a levy comes along before going into action. The problem facing the school official is that of selecting the material to be placed in films and slides which will show that it is to the best interest of the whole community to support its schools.

GATHERING AMMUNITION

The very nature of school activities in themselves, the general participation of the whole community, and the personal interest of the individuals involved will establish a solid foundation upon which to build good public relations. We, as school people, can do an excellent public relations job by just doing what comes naturally. One of the first steps should be to establish a photographic record file.

Regardless of the size of the teaching staff there is always a camera bug. Usually this person already has a file of pictures of school activities. He is continually taking pictures whether it be of sports, dances, ceremonies, or individual events. The important thing is that there are people in these pictures—the more people, the better. It is not difficult to select a sequence for the purpose of making a film strip or glass slides after a file of these photos has accumulated.



A photo laboratory demonstration on production

Statistical data alone are not of much value. However there is a wealth of material of this nature which can be vividly pictorialized to tell the story of the schools. An excellent example of this is the material contained in a report issued by the United States Chamber of Commerce in 1945. It is called *EDUCATION . . . an investment in people*. All of this material can be placed on films or slides and used by every community to promote education.

TECHNICAL PREPARATION

Film-strips are powerful teaching tools. They carry a message in a compact form and the projection equipment is portable. The production of a single frame 35-mm film-strip is not difficult to make.

A Mercury II camera can be adapted for this purpose, using 8x10 blow-ups for copying. As a word of caution, it is not advisable to try to make a film-strip by taking the pictures directly in continuity. Every frame must be perfect, as there is no method at present whereby the strip can be cut and spliced. There is another possibility with the single frame, 35-mm camera of making 2x2 color slides of school activities. In this case, pictures can be taken directly if there is a flash attachment on the camera.

There are certain advantages in building up a collection of $3\frac{1}{4} \times 4$ glass slides as against making film-strips. These are subject to individual experiences or opinion, but in general we can say: (1) slides are easily shuffled; (2) they are more flexible in use; (3) a story can be quickly assembled; (4) the projec-

tor uses a 500-watt bulb and is regarded, by many, as the best means of projecting still pictures; (5) the standard glass-slide projector is so widely used that one can be found in almost every school—eliminating transporting it.

The production of school-made motion pictures provides another rich source of public relations material. The purpose of these is not for classroom teaching, but rather for a documentary record. If a school is going to invest in a motion picture camera it is advisable to purchase one of 16-mm. Almost every school has a projector. This provides wider use of school-made movies.

School-made movies may be of several types. First, there is the general-interest movie dealing with such subjects as "The Senior Class," "Assembly Program," and "A Garden Project." Second is the film revealing school functions and activities to adult audiences. These might include such subjects as "The Health Program" and "The School Cafeteria." A third type of motion picture is the specific purpose film. Such a film could be used for orienting freshmen or starting a home hobby-shop.

METHOD OF APPLICATION

Slides, film-strips, and motion pictures of school activities are documentary records which never cease being of interest. A wide use of these at community functions will greatly enhance a public relations program.

Heads of Departments

Each subject supervisor should equip himself with a *sales kit* consisting of slides, still pictures, and motion pictures of the activity which he supervises.



Demonstrations of types of visual material promote its use

These should be assembled in a form that can be quickly adapted to the needs of the moment. Not only should the supervisor take a personal hand in gathering this sales kit, but he should also be thoroughly familiar with techniques of its use, including the mechanics of the projector if one is to be used. Supervisors will find that it will pay dividends if they will take the time to learn how to run the various types of projection equipment.

A Visual Material Center

School systems of any size usually have a center from which are circulated all types of visual material. A director, either full or part time, usually is responsible for this work. Included in this material is a film collection. This may be owned by the school board, loaned or rented, and, in many cases, include excellent sponsored films. This collection of visual material should be available to the whole community whenever it does not interfere with the smooth functioning of the school program. Some of the services which this center can render and which will establish good public relations may be described as:

1. Assisting groups such as PTA, Kiwanis, Rotary, etc., in planning programs of films and pictures.
2. Providing projection service for these groups whenever possible.
3. Acting as consultants and advisers in assisting industrial, commercial, religious, and municipal groups in establishing visual-aids programs.
4. Conducting a visual workshop for instruction in the techniques and use of films and equipment.

Parent-Teacher Meetings

School administrators should take advantage at every opportunity to speak before parent-teacher groups, using films and slides to tell their story. It cannot be too strongly emphasized that the values resulting from activities of this nature will create sympathetic attitudes toward the schools.

School Functions

Schools should devote some part of every after-school program to the showing of school-made movies and still pictures. These functions might include open-house programs, honor nights, graduation, anniversary celebrations, or meetings of a like nature.

Forums and Discussion Panels

Someone in the schools should have the responsibility of being on the look-out for public meetings where films and pictures can be used. This person, whenever possible, should *sit in* with the program committee of these groups. Programs using films as a basis of discussion are usually appreciated. As examples, some meetings where films have been used were: Friends of the Land, *It Can Happen Here*; Council on Inter-American Relations, *Brotherhood of*



The very nature of school activities establishes a solid foundation upon which to build good public relations

Man and Boundary Lines; American Society of Engineers, *Jet Propulsion*, and *Clear Waters*; and Motion Picture Council, *One World or None*, *Democracy*, and *Despotism*. These are only a few of the possibilities. Their use is only limited by the imagination of the person charged with the responsibility of working with community groups.

SUMMARY

It is of vital importance that there exist good public relations between the school and the community. Our nation today is great because of its educational opportunities. Though this is so, it is chiefly the responsibility of school administrators to carry on a continuous program of selling education to the public. One of the most valuable methods of doing this is by means of the projected still and motion picture. These may consist of school-made slides and motion pictures or commercially produced films.

School officials may effectively use these at PTA meetings, film forums, panel discussions, civic organizations, service groups, and public meetings to promote the use of education facilities by the whole community. Full co-operation can be achieved only through the best public relations between the school and the community. Good pictures are a potent force and worth thousands of words in building for good public relations.

Pointers on Publicity

MRS. MARY G. ANDREWS

*Public Relations Co-ordinator, Wichita
City Teachers Association, Wichita,
Kansas.*

THE request to prepare an article telling how newspaper publicity can effectively be handled by the principal or a committee of teachers has been accepted gladly. The approach to educational newspaper publicity given herein grows out of years of writing a daily column, newspaper and magazine reporting, three years of work as full-time public relations director for the Decatur, Illinois, public school system, and many years of teaching. Consequently, it is my good fortune to know publishers, editors, reporters, staff photographers, educators, and public relations experts, all of whom have been my best teachers and critics.

My gratitude includes W. R. McIntosh, Superintendent of the Decatur, Illinois, Public Schools, who feels that, after good teaching, there is nothing more important to the actual survival and to the development of good schools than presenting a balanced picture of the total range of the school program to the taxpayers, parents, teachers, and students through a sound, continuous public relations program. He gave me the opportunity to leave my classroom and to use the press and other *media* to interpret the serious, significant aspects of education to the public in our community.

I am also indebted to Dr. Belmont Farley, Director, Public Relations for the National Education Association, and to Otis Crosby, Information Service, Detroit Public Schools and past president of the Schools Public Relations Association. Both have labored with me on many publicity problems and have sent along many experience-tested techniques and suggestions. So you see, this article has a mixed parentage. The wisdom in this article is theirs.

Many firsthand experiences make me conclude that the teachers, who live in all parts of the city, who are members of all churches and civic groups, buyers in all stores, who contact daily the products of the schools,

are so essential to effective public relations that I have accepted a position as full-time public relations co-ordinator for the Wichita City Teachers Association, Wichita, Kansas. This group is concerned with a *competent press service* as one of their three main lines of activities. How encouraging this should be to administrators because educational publicity can only be truly effective if it is school-board, administration, and teacher approved and supported.

I humbly tell you all this as backlog to emphasize that this report will contain only practical information which comes from pioneering in the field. Only publicity practices which have actually worked will be discussed. Of course, all this will have to be tailored and sized to the needs of the local situations.

It will be difficult to compress in a short article even the elementary things necessary to handle newspaper publicity. Capsule information will be given in terse sentences. We will talk briefly about: the need for educational publicity; philosophy and aims; what's news in education; newspaper departments open to educational news; the value of photographs; how to prepare news; selection of your publicity representatives; press relations; and a brief summary.

THE NEED FOR EDUCATIONAL PUBLICITY

The future development and expansion of our public schools will be determined by the public relations programs that the American educators carry forward to full functioning. The weaknesses in our educational system in the past and today can be traced to the lack of sound, long-range public relations programs at the grass roots. This lack caused the basic migraine headache for education—public indifference. We, the educators who are supposed to know, have failed to discuss our education freely with those who have a *sacred right to know all there is to know* about their own schools. If we have an ounce of educational common sense, we will not permit this public indifference to continue. We will make determined efforts to build favorable public opinion to support public education. This cannot be achieved until every group in the general public has been rightly, honestly informed and interested in the needs and benefits of their schools. The mass mind must be reached. This is where public opinion is made. This requires mass *media* for conveying such information. Surveys say the most effective agency is the newspaper. Therefore, it is vital that educators, and I mean both administrators and teachers, know how to handle newspaper

publicity wisely. Of course, public relations involves much more than newspaper publicity. But it is a basic factor in the entire program. This article, however, will be limited to educational newspaper publicity.

PHILOSOPHY AND AIMS

The philosophical approach is *co-operative endeavor*. Policies and aims should be worked out together by those to be in charge of the publicity program. Before a publicity program is organized, things must be accepted as they really are. First, there is ownership; the school belongs to the citizens. They do pay for them. They are entitled to full and continuous knowledge about how educators are spending their money to benefit their boys and girls and to better the community. They should be told how to get the most for their taxes. Public confidence calls for honesty about schools. It is part of a good newspaper policy to present such facts as a public service.

Policies and aims chosen for a school publicity program must be school board, superintendent, principal, and teacher endorsed to be effective. Teachers and other employees must be kept *in the know* if they are to participate and bring useful help. It must be known why publicity is needed and desired, whether the publicity program is to be short or long-range. There must be a realization that a balanced picture of the entire school program must be presented. A good publicity program cannot be measured in amount of space. The measuring stick is that intangible attitude, known as public opinion, which becomes concrete when it shows up as active support for better schools. A beneficial publicity program develops slowly and takes years.

And now here is a set of workable policies and aims:

Interpretation—A continuous, honest presentation of organized and interpreted facts about the significant and desirable aspects of the schools.

Information—A continuous presentation of selected facts and pertinent information which shows up the school program in its true light.

Corrective information—A clear presentation of facts designed to offset current misunderstanding about school matters.

Aims—To inform the public about their schools

To build public confidence in the school system

To cultivate right public attitudes toward school personnel

To develop and co-ordinate school activities with the community activities in order to bring the schools, home, and community closer together and to further the American way of life

To show the need and to promote a program of adult education

- To promote and expand the vocational program
- To condition and educate the public to approve the changes and expansions needed in the curriculum and the building programs
- To understand the professional and welfare problems of the teachers
- To acquaint the public with the trends in education.

WHAT'S NEWS IN EDUCATION

What is educational news? Any news must deal with things which are happening now. News is intangible, fluid, and always in the making. Trends change the emphasis. So a *nose for news* is somewhat of a sixth sense for feeling what the public wants just at the right time. Educational news might be defined as educational information with a news value planned to inform the public about the interests of education. Usually such news is printed.

A top-flight editor recently said to me, "No matter how gifted a public relations person is in all of the required qualities, if he does not have the ability to recognize news, he is zero as far as the press is concerned."

This rough classification of educational activities which have news value helped the editors, reporters, photographers, and me to grasp the most opportunities for news. It helped to keep not only my daily, weekly, future events calendars but also my photo calendar filled. It meant stories for the reporters when they called daily. It meant pictures for the photographers whenever they desired them. It was also a base for a well-balanced and continuous flow of educational news in our three papers.

Here are the groupings. Each called for the right combination of reporting skills. The first group was the regular classroom activities. These were more or less routine and were used as straight news. This type of educational news is large.

The second group listed the extracurricular activities, such as dramatics, musicals, social affairs, club activities, school publications, special events, assembly programs, student council work, and speeches of the faculty members and students, their performances at civic and social affairs, and their achievements. This group combined straight news and feature stories which were often rightly timed for days when the paper had more space available.

The third group is very valuable. This type of news brings the community and schools closer together. It shares news space with others. It makes citizens and educators aware of the needs, desires, and problems of each other. This grouping includes such activities as field trips, educational

excursions, community-service projects, local studies, surveys, citizen tours into schools, write-up of citizens participating in the school program or meetings, and the city's advisory council on education. And, of course, all school activities should co-ordinate with such community events as Fire Prevention, Community Chest, Red Cross, City Clean-Up Campaign, City Beautification, City Safety, and tie-in events with the educational program of welfare agencies and such agencies as the Recreational Department, the YWCA, and YMCA.

The fourth class of news is the most important. It calls for many hours of study, attendance of many meetings, and careful work on preparation of information for the reporters. It interprets the serious, significant aspects of the schools. It includes trends, changes, and surveys. It calls for ethics, wisdom, knowledge, and skilled publicity workmanship. Such subjects as methods, surveys, curriculum, tests, finances, new personnel, teacher welfare, changes and establishment of new departments, and maintenance and building program are calendarized under this grouping.

When this type of educational news is handled rightly, both education and society benefits. Unless the *know-how* is mastered on this type of publicity, interpretation may bog down in a maze of misinformation. It is logical to state that the publicity representative must be present when policies are being discussed, formed, and adopted; otherwise how can he be expected to interpret such policies and their practices intelligently? Administrators should underline this fact. Publicity representatives are not policy makers and it is not fair to them to have the public think they are. My experiences point up that in interpretation of policies, the administrator who is the policy maker should be quoted, and this type of educational news should definitely be co-written by him. Or your publicist should make arrangements for the reporter to interview him directly.

Another type of news is listed under educational conferences and meetings. This includes all local, state, and national meetings in which any of the local school personnel is concerned. This calls for planning, such as pre-eventing news, arranging for interviews with the reporters and pictures for the photographers. This publicity requires letters to the publicity department of the program speaker to secure data and advance copies of his speech for the press. It also calls for a news release about the meeting, its program, and a list of the names, titles, and addresses of those attending.

The international, national, and state educational news is on the calendar. Reporters and editorial staff are supplied with such materials for use if

they so desire. All this is fine backlog material for interpretation and editorials.

NEWSPAPER DEPARTMENTS OPEN TO EDUCATIONAL NEWS

Eighty per cent of the news stories which were turned in to the reporters appeared on the local news page. Most people read this page. Other departments which are open to educational news are: editorials, calendar of events, features, woman's page, society, special columns, sports section, and, of course, the picture section.

The *local news page* is the space allotted to local news. The news here is straight news and objective. This page is read.

The *editorial page* does not carry news stories but is made up of columns expressing opinions. Editorials are written by the paper's editorial staff. It is a good idea to keep these writers supplied with good educational news materials. If these materials have merit, they will appear at times as good editorials. Perhaps you'd like to write across such materials, *For Editorial Comment*. Very often this page carries letters to the editors. This page is not widely read.

Special columns are good places for educational experiences and happenings which are humorous and gay. The columns which tell of events ten, twenty, or forty years ago are good. They keep the older folk in contact with the schools. Often these columns have leads which make good features stories about the history of individual schools or older teachers' achievements. People love to read columns.

Calendars of events usually have a list of the important events, telling the sponsor, the date, and are boxed in. Most papers have them and people like them because they are a service of convenience. Make use of them; your public likes them.

Feature stories are usually human interest stories. They are placed in almost any part of the newspaper. Here, the feature is given exclusively to one reporter and one paper. A series of feature stories was run by one of our newspapers. The series featured teachers and their hobbies, talents, and achievements. There is a wealth of feature stories in the educational field for the newspaper.

Women are strong for the *society page*. Do not neglect it if you wish to reach the women readers. You can "rate" the society page through your largest social functions and special committee work which have prominent members supporting your educational cause.

The *woman's page* appeals to women in general. Good subjects for stories would be the new budget and menus the high-school homemaking classes are working out, or the making of new hats out of the old ones. This page lends itself to photographs also.

Then too, one can study the old publicity scrapbooks, find a new slant for an old activity, use the imagination a bit, and find many news possibilities which can be made into news by resourcefulness.

In most places the *sport news* are handled by the head of the athletic department.

THE VALUE OF PHOTOGRAPHS

Here is a bulletin entitled *Photograph-Tips* which proved to be worthwhile. It was refined by staff photographers. Perhaps you will find it useful.

- 1—*Importance*—Real news coverage of schools with photographs is as important as coverage by stories.
- 2—*Eye Mindedness*—It is easier to look at a picture and gain an impression of the story than it is to read through a column of copy.
- 3—*Values*—The value of photographs cannot be overestimated. Pictures can tell an entire story at a single glance.
- 4—*Aims*—1—To cover by pictures as many of the different activities of the school system as possible.
2—To secure at least one picture each semester from each school. More are desired.
- 5—*Educational Pictures*
 - 1—Should tell a story about some phase of education or illustrate the subject of a story.
 - 2—Educationally significant pictures show the serious side of school life.
 - 3—Pictures must be factually accurate in details.
 - 4—Life and action are needed in photographs. Pictures must show something happening.
- 6—*Groups*—Use small groups only. Three or four, never more than five, yield the best results. Occasionally we deviate from this policy.
- 7—*Background*—Good background is important. A chemical project calls for a picture taken in the laboratory.
- 8—*A photographer* made this suggestion: "Urge your teachers to become picture conscious. When they plan a unit of work, suggest that they plan one phase of it which will make a good picture to tell the most important facts they wish to get across."
- 9—*Requests*—1—Please send me all picture ideas.
2—Send many days ahead. I keep a running future calendar of picture ideas.
3—Call any time, but realize each picture has to be sold to the editor; then a photographer has to be assigned and available at the right time. So it is not al-

ways possible to take all the good pictures we have, especially on a few hours notice.

The following techniques and timing involved to make pictures educationally significant and factually accurate in every detail are used: (1) a running and future event picture calendar was kept on file and up to date and shared with the editors, reporters, and press photographers; (2) fifty per cent or more of the pictures were arranged personally with the city desk editor; the other fifty per cent were arranged by the reporters. Arrangements were made with the principals, teachers, and students for pictures. In most cases, I accompanied the photographer and obtained proper identifications and facts for the cut lines and information for the reporter. This information was given directly to the reporter or phoned in to the city desk. Arrangements were made for proper releases of pictures to be used in other publications. Analyses and charts are provided to keep pictures balanced from all schools and departments.

The press supplied photographers for all pictures without cost. Last year, 211 pictures were taken and published by our three papers. This includes a series of Christmas activities pictures, eight pictures appeared on one full page.

HOW TO PREPARE NEWS RELEASES

Any publicity representative must not only recognize educational news but must also understand the rules and techniques for writing releases. Releases should meet the requirements set by the press for its reporters; that means they must be written in newspaper style. Technical language must be absent. Stories must be objective. Propaganda avoided. Here are other qualities: releases must be timely, worth while, interesting, pointed, dramatic, and often instructive. Your competition is strong. There is much conflict in fire, robberies, and murders. The editor does the choosing, but an educationally news-minded person with newspaper knowledge can meet this competition. It is not easy but it can be done.

The first paragraph, called the lead, contains all the essential facts. It answers the questions: Who, What, Where, When, Why, and, many times, How. It is written simply and with as few words as possible. For example:

Organization of a citizen's committee—what—at Decatur Public School Administrative office; where—to study the need for new school buildings; why—was announced today; when—by W. R. McIntosh; who—superintendent of city schools.

This sample takes thirty words. Good leads should be limited to forty words if possible.

A story should be tapered so that it can be cut at any point after the first paragraph without destroying the real meaning of the news in the article. Many people do read headlines and the first paragraph only.

Standards used for writing news releases

My standards came directly from contacts with the staff on the local papers. I studied their stylebook and received instructions on the mechanical techniques they use. I take from my notebook a set of rules of mechanics which have been collected from many sources. They are standard.

1—Copy should be typed on regulation 8½ x 11 paper. Color, white or yellow.

2—Release date should be typed on top of first page. That is: *For Release Thursday, December 25.*

3—Name of publicist, school, and phone number should be written in upper right-hand corner.

4—Story should start halfway down first page.

5—Provide ample margins.

6—Copy should be double- or tripled-spaced.

7—Number pages.

8—Type *more* at the bottom of each page as continuation mark, except the last one.

9—End each paragraph on the page without carrying it over to the next page.

10—Indicate end of the story by a finishing mark such as "30" or ##.

If you have to use releases, send them to the city editor. It is well to write out a release before you phone in your story. It saves time.

SELECTION OF PUBLICITY REPRESENTATIVES

These different types of publicity representatives were used. The principal of each school was responsible for the publicity of that school. Some principals centralized their own news and reported directly to the public relation director. In other cases principals appointed a teacher as publicity representative for the building. In some, a publicity committee was selected from the various departments and worked under the principal's office. Students were used in many departments in the high school to gather the news. News was sent in daily through the school mail or was phoned in. Whatever means you choose for your publicity representative, someone is going to be the central person to contact the press. That central head is important. You must choose the right person for this assignment. That news representative should have newspaper experience, know ethical newspaper policies, and be educated in the science of public opinion. That's true if the administrator does it himself. A failure here can endanger the program.

Here are a few qualities necessary for your publicity representative: cooperation, love of people, diplomacy, sense of balance, integrity, genuine knowledge of education, ability to express ideas clearly in writing, ability

to work with all types of teachers and groups, and restraint enough to put *thumbs down* on any personal publicity. Experience points out that a publicity program goes up successfully or falls flat on its face depending upon the person who contacts the press.

Ample time has to be given to do this publicity work. It takes work—hard work, leg work, head work, hand work—to do a satisfactory job of getting educational news in the headlines. If you can find a teacher and make her feel that it is not just another job added to an overfull schedule and if you can arrange for a half day for this work, it will work for a limited, continuous newspaper publicity program.

If you are to give clear, accurate reports of some types of news, it is very often necessary to be where the news takes place. It is necessary to talk to those whom you are to quote. All this means leg work. Whoever is the publicity representative will have to be free to be present. The following form was distributed to all teachers for gathering the news.

FORM FOR NEWS BULLETIN

Please read suggestions at the bottom of the page.

WHO?

WHERE?

WHEN? (Date and time)

WHY?

WHAT?

HOW?

FURTHER DETAILS:

WHY IT WOULD MAKE A GOOD PICTURE:

- 1—Parents are chiefly interested in their children; make them and their work the subject of most of the news items.
- 2—Give complete names. Do not abbreviate. Articles without names are valueless. Check spelling of names, addresses, dates, and times. The editor is responsible for mistakes, so let's be accurate and reliable. Send by school mail.

PRESS RELATIONS

Press relations are cordial. I made it my business to know the members of the press. I have always accepted press personnel and staff photographers as companion educators.

A daily assignment sheet, a weekly calendar, and a future event book were kept and shared with the reporters. My files, the phone, the typewriter, supplies (if needed) were also shared gladly with reporters. Arrangements were made for reporters to interview teachers and pupils if they desired.

A directory of the city editors, department editors, reporters, and photographers, with their days on and off and their hours, was kept up to date on my desk. Reporters were never kept waiting. Editors were never phoned during going-to-press hours.

My office was a regular *beat* of newspaper reporters. I made it my business to supply them with news daily. They were always welcome, treated with friendliness and respect. All fact were given to them; nothing was withheld. Many *off the record* conferences were held with different reporters. I never knew of one to violate a confidence.

Information given to the reporter was reliable and accurate. It was properly timed for the morning, evening, and weekly editions. There were no favorites. News stories were given to all the papers. Complaints were never made; favors, never asked; censorship, never permitted; appreciation for stories, shown.

TO BE KEPT IN MIND

Educators need to know how to handle newspaper publicity in order to assume their responsibility to influence right thinking about schools.

The philosophical approach to good publicity is *co-operative endeavor*.

Any representative of school publicity must be able to recognize educational news and report it.

All departments in the newspaper are open to educational news.

The value of photographs cannot be overestimated. Real news coverage with photographs of schools is as important as coverage by stories.

Any effective publicist must know how to write news releases according to the requirements set up by the press.

The selection of publicity representatives is very important. The success of the program depends upon that person's contacts with the press.

Press relations must be developed soundly to the point of confidence and co-operation.

My conclusion comes from Benjamin Fine's recent book, *Educational Publicity*: "The newspaper and the school have the power and the responsibility to influence the thinking and action of this nation. This means that the existing standards of news releases must be raised. Educational publicity of the future will have no sympathy with nor will it tolerate the trivial, the bizarre, or the sensational. Rather, it will stand firm for an honest, intelligent interpretation of the significant and desirable aspects of education. When that time comes, education and society will benefit."

The Newspaper Editor Looks at School News

HARRISON W. FRY

*Educational Editor, The Evening
Bulletin, Philadelphia, Pennsylvania*

THE public schools are the bulwark of this democracy for which we have paid so much so often. Democracy is not inherited or congenital. There is no provision for passing on this prized democracy, which believes in the worth of each individual, except through our schools. The public schools, therefore, deserve and demand the continuous, intelligent interest of the public.

It is the responsibility of all persons connected with the public schools, from the clerk in the outer office to the superintendent of schools in his inner sanctum and the teacher in the classroom, to accept the mandate that the first big lesson they must learn and teach is that public schools belong to the public, that the public must be kept constantly aware of their prized possession—a possession that cannot be trusted to machine politics or atrophied administrators.

UNESCO reminds us that peace is born in the minds of men and the public schools mold the minds of men in the United States, now the dominant power in the affairs of the world. *The public cannot be allowed to neglect its responsibility to such a great instrument for world peace, a responsibility in each local community toward world humanity.*

And one of the many mediums for the contact of the public schools with the public is the newspaper. May I present my basic philosophy of school and press relations and some of the techniques by which I feel, from an experience of more than thirty years, the educator can help the newspaperman in his job and in the common job of the educator and newspaperman.

THE DUTY OF NEWSPAPERMEN

The newspapers need good schools so that they may have intelligent readers. The schools need good newspapers so that they may have pupils and patrons who understand what they are trying to do.

Newspapers are educators up to the last minute of research and history before the deadline. Schools are newspapers that do not have to catch dead-

lines and can deal with the facts of yesterday as they have relation to the events of today.

Newspapers, it seems to me, should recognize that it requires a specialized background to cover and write the news of education. Men should be assigned by the newspapers who can develop that background and win the confidence of those educators with whom they are to work. But first of all they should be newspapermen—seasoned long enough so that they can see the news of education, not only in its idealized place in society, but also, as it is in its actual place in reader interest.

THE DUTY OF EDUCATORS

The news of education is not puff notices for principals or class parties or small interest items. At times there may be a place for such things in the small community newspaper that lives very close to its constituency, but they should not be considered the major, most valuable pieces of publicity about the school.

Educators should not treat newspapermen as errand boys to carry copy, to promote their special phobias, or climber ambition, or to write pre-obit notices of their glory. The ideal situation is for the school administrators to establish such friendly relations with the newspaper serving his community that the school beat is assigned a regular reporter. It should be possible under such a situation for the educator and newspaperman working together so to educate each other that the two can be trusted to meet together in the intramural educational sessions.

As a newspaperman sits in at the meetings of the board of education and the professional meetings of the educators, he becomes infected with the true professional spirit of service that motivates the best educators. Once he has caught that contagion and it ripens into enthusiasm, the schools have a valuable aide.

THE PRESS AT YOUR SERVICE

The Educational Writers Association has recently been organized by men and women throughout the United States who devote a major part of their time to writing on education. Benjamin Fine, of the *New York Times*, is president. I am a member of the executive committee. Our association seeks not only to develop a closer relation between the schools and the press, but also to do a bit of education in newspaper offices so that the news of education shall be considered as important as sports or city hall. Each of these latter subjects in any city of 50,000 or more usually has a separate man assigned to write news items about them.

Education does not deal in sensationalism that readily lends itself to a punch in the first paragraph. It does not have the color or action of a world series game. But it is vitally more important. It does deal in human interest.

The professional educator as I have known him is sincere and I believe that, because of that fact, he has a ready channel to the ear of the newspaper reader.

There is nothing more valuable in the community than the child. There is nothing of greater interest to parents than their children. There is nothing of greater importance in building the brave, new, better world than the child—the citizen of tomorrow.

Education is important news.

Educators must believe this and they must with the zeal of an apostle convince the editors of their newspapers of this fact. It pays to advertise.

WHAT IS NEWS?

News is such a volatile thing that it cannot be entirely encompassed within any set of specifications. Like teaching, much depends upon catching the spirit of the thing to be attained. But there are certain tools and techniques with which we both must become familiar.

First, remember that the art of arts is simplicity. It is not how much is printed but what is read that matters.

In prepared statements for release in the press, indicate at the top the source of the material. Write such a copy with triple space on the typewriter. It is easy on the eyes of all who must handle it and allows for sub-head or editing.

Make the first paragraph one short sentence, brief and to the point. If you don't catch the reader's eye with that first sentence you do not catch it at all.

Keep your audience constantly before your mind's eye. It is not a group of teachers and college professors but shop girls, factory workers, scientists, housewives, harassed people, and smug people. They do not necessarily consider the things important that seem important to you. You must speak their language. Contact their interests.

Please do all you can to discourage the too prevalent idea among educators that you can sell a school system by a successful football or basketball team. The school stands for a healthy mind in a healthy body. Both the classroom and the playing field furnish news items and one should not be ignored for the benefit of the other. The chances are the athletic coach knows more about human relations and the value of publicity and has developed a better public relations.

SOME TYPICAL SCHOOL NEWS

What makes news? As I glance over the stories on my desk awaiting publication, I note such subjects as "Seven candidates will contest for three vacancies on Lower Merion School Board"—an evidence of awakened public interest in its schools—"Philadelphia children return to school to find adjustment problem simple compared with problems facing children in war-devastated countries."—"A new subject is being introduced into the public schools of this area—group dynamics"—"The Teachers of the nation have launched a campaign for better teachers"—"The public school of today has become more than an educational institution, it is a welfare agency, a social agency, a recreational center, a group-work center, a case-work and health clinic"—"Is the comic strip an aid or detriment in child education?"—"Fewer girls train for elementary teachers than for high school because the chances of marriage are less say heads of teacher training institutions."

One of the primary requisites that every newspaperman looks for in his dealing with school administrators is frankness and sincerity.

SCHOOL BOARDS NEED TO BE EDUCATED

There are many boards of education, especially in small communities, who act as though they were proprietors of the schools rather than trustees for the public. In one of the small but extremely wealthy communities near Philadelphia, I have heard a school board member say "We will tell you what we want you to know." He said it in a friendly tone and with, I am sure, an honest conviction that it was his duty to feed the press only such material as the board considered favorable—an absolute case of dictatorship working under the guise of democracy.

This is not an uncommon experience. Civic organizations and parents who desire to take a more active interest in their schools are in many instances denied full access to the records or minutes of the board. This is not in order to cover up any malfeasance in office but under the misguided notion of such boards of education that the public cannot be trusted. It can if it has full facts and its confidence has been won. If you don't believe that, you do not believe in democracy.

Of course, you cannot run schools by mass meetings of citizens. The administration and teaching in schools are highly professional jobs that should be trusted only to highly competent professionals. Neither school boards nor citizens should attempt to take over the job of running the schools.

But the public schools belong to the public. The boards of education are a liaison between the public and its schools. The boards have all too largely in all

types of communities failed to realize that their chief function is to interpret the needs of the public to the schools and the work and goal of the schools to the public. They should be the principal publicity agents for the schools, working with enthusiasm to explain in speeches, the printed word, over the radio, the need of the nation's schools. But, instead, today that task has been almost entirely saddled upon the backs of already overlaid teachers and administrators in our schools.

EDUCATION'S ENEMIES WITHIN THE RANKS

As a newspaperman sees the school situation, the greatest enemy of advance in public education is often the local school board. They should be the men with a great enthusiasm for education and what it has to offer, but too often board members are concerned principally in preserving the *status quo*—keeping expenses down and seeing that the schools teach the three R's. They too often do not see the extravagance in human lives, that is, the result of a pinchpenny policy in public education.

For better school and press relations, all meetings of boards of education should be open to the press and the public as in Philadelphia where any mistakes are made in the open. Formal reports submitted by the administrators to the board should also be given the press. Intramural matters that concern the character of personnel when promotions or discipline are involved can, of course, be discussed in closed sessions. The minutes, however, should be available to the press in order to keep that valuable bond of confidence.

There is a danger that the public may get a distorted view or an incorrect view of the schools if all the news is channeled through the administrators. While it has been my practice regularly to cover board meetings in person or through a member of my department and keep in constant contact with the administrators, we also have sought to preserve our contact with the teacher on the front line of education. The teachers organizations, when they speak on professional matters, have a contribution to make in policy making.

BUILD FOR CONFIDENCE

School administrators as well as the press need to avoid any suspicion of being controlled or attempting to regiment public affairs. They should always have an open ear to the voice of those who are not in places of authority. This can be done in a dignified manner without any traces of insubordination. This is democracy in the training school for democracy.

One of my most prized possessions is membership in the Suburban Principals Association of the Philadelphia area where I meet the principals off duty and we can talk off the record and catch the trends and concerns. Such a con-

fidential relationship must never be abused as the base for getting stories or promoting stories but for mutual understanding.

Principals of schools feel no hesitancy in inviting me to visit their schools and showing them with the pride they show off their homes. Such invitations usually come without any suggestion that they have a story. They just say come in and look around some time. And I do. We learn much on the front line that the top hats don't get in their reports.

THE SCHOOL OF THE FUTURE

The school building of the future should become the local capital of each community to which every citizen from nursery school through life should turn for continuous education and recreation.

Here should focus, with the church, the community spirit in planning, retraining for new jobs, forums, and the heart of democracy.

Such a goal is the challenge to the best efforts of educators and the newspapers.

Let us help you. We both work for the public.

Home Visits That Count

NICHOLAS SCHREIBER

*Principal, High School,
Ann Arbor, Michigan*

ALL too often we as schoolmen, in our desire to reach the greatest number of parents and citizens in our public relations program, resort to forms of publicity and contacts which do not produce the hoped-for results. The general methods of informing parents and taxpayers of the school's program and its objectives, such as the newspaper, radio, school publications, Parent-Teacher Association meetings, and open-house programs, do not always reach those who should be reached, nor are they as effective as we sometimes think. There are no means of determining, with any degree of certainty, just how carefully or thoughtfully people listen to radio programs or read news stories which pertain to the schools. Unless there is a specific reason for so doing, too few people take an active interest in school affairs.

One of the most satisfactory and productive methods of publicizing the work of the schools and of creating and maintaining support for its program is through personal contact with the parent by staff members. There is something about the school's demonstration of a genuine interest in the welfare and progress of the child by a visit to the home that creates a wholesome and desirable relationship between the two institutions.

There is no substitute for personal contact in an effective public relations program. Once the confidence of the parents is gained through a visit to the home by an interested teacher, there need be no apprehension with regard to their attitude toward the school. Although good public relations is very seldom the immediate or primary objective of a home visit, it must, nevertheless, be considered as an important concomitant.

A member of the school staff should not enter the home of one of its students without being thoroughly sensitive to the fact that parents consider him a representative of the school and tend to judge the school by his actions and words. Very often it is through a single contact with a member of the school staff that a parent forms a lasting impression of the personnel and program of the school. It is essential, therefore, that any teacher entering the home of one

of its students be a person of sincerity, integrity, and loyalty to the school. An understanding of the school program, its policies, and its philosophy and objectives is a valuable asset for a teacher to possess. It is furthermore desirable for a teacher making home calls to be in accord with them. Unless such is the case, there is danger that the objective of improved relationships between the home and school will not be achieved. The home visitor can do much to create amicable relations between home and school; on the other hand, he can do irreparable damage and injustice to the school staff and program.

Not all teachers are equipped by temperament or adequate knowledge of all aspects of the school organization to make satisfactory or fair interpretations to the parents. There may be some teachers on the staff who should be discouraged from making home visits. This suggests that there is a need for preparing and training teachers to perform such an important function. The personality of the home visitor is of major importance. It is desirable that he be a person who through his actions and words is capable of generating confidence. The person who represents the school in a home should be well adjusted. He should be sympathetic and understanding and should have a genuine interest in the student as a person.

Any teacher who undertakes a home visit should be well grounded in the techniques of counseling and interviewing. Teachers, although not expected to be trained social workers, must, nevertheless, understand the general principles and practices of that profession in order to get the best results.

There are reciprocal values which grow out of home visits by teachers. The teacher and school on the one hand, and the student and home on the other, stand to profit.

Sometimes teachers, in teaching or counseling students, react to symptomatic behavior with little knowledge of or regard for the basic causes. A teacher is able to do a much better job of teaching if he understands the emotional tone and the home background of the students in his charge. More specifically, a home visit gives the teacher an opportunity to see the student and his parents in the environment of the home.

A visit to the home of each student would be desirable, and parents generally would appreciate the interest which the teacher shows by a voluntary visit. Better understanding and support of the school would most assuredly result. However such a program of visitation is almost out of the question. It is suggested, therefore, that teachers plan to visit the homes of students who need more than ordinary help in making school adjustments.

The writer refers to the exceptional student, the behavior problem, the student who is not participating as he should in school activities, the student who

is not achieving in his classwork, the student who has conflicts with teachers, and the student who is not making a satisfactory adjustment. It is the parents of such students who should be interviewed in the home because it is they who tend to distort and misunderstand the motives and purposes of the school.

The parents of the troubled or unadjusted child very often interpret the school in terms of the progress and adjustment of their child in the school situation. Most parents find it difficult to be objective about their own children. It has been our experience that the severest critics of the schools are those whose children have not made satisfactory adjustments. Furthermore, it has been our observation that these parents generally do not come to school functions where the program and practices of the school are interpreted. The teacher who visits such a home has an opportunity to understand the student and his behavior more completely, and the parents have an opportunity to have the school interpreted to them by a member of the staff who demonstrates a genuine interest in their child by virtue of making the home visit. If the attitude of the teacher is one of mutuality in the solution of the problem, a wholesome public relations situation is the outcome.

SUGGESTIONS SUMMARIZED

The limited space of this article does not permit presentation of evidence which will substantiate the observations stated above, or a detailed explanation of procedures recommended for most effective home visiting. There are a few suggestions, however, which may be made in conclusion.

1. The school, teacher, and student would profit if time were provided in the teacher's program to do systematic home visiting. It would pay dividends in better teaching and better understanding of the school by the home.
2. The home visitor should be a teacher who has tact, a high degree of sympathy and understanding, sincerity, integrity, as well as a knowledge of, and agreement with, the school program, purposes, and function.
3. Preferably the initial interview should be arranged for in advance.
4. If possible, the time of visit should be at the convenience of the parent.
5. The teacher should be genuinely interested in the student as a person and in assisting to solve his problems.
6. Any appearance of fact gathering should be avoided. If the visit is effective and the confidence of the parent is gained, the parent will volunteer much factual data that will be helpful in working with the pupil.
7. At all times the teacher should be sensitive to his responsibility as a representative of the school.

By following these suggestions, a teacher entering the home of a student will generate good will and confidence in the school program and personnel.

This Time It Worked

LLOYD H. WHARTON

*County Superintendent of Schools,
Parkersburg, West Virginia*

THE members of the Board of Education, the Superintendent, and all the school personnel of the County of Wood, West Virginia, had twice failed to carry a bond and extra levy election for new school buildings. However, believing that the *third time is the charm* and setting the election for November 13th as an added inducement to *Lady Luck*, they tried it again. This time it worked. We learned a few things from our two failures, and I am submitting herewith our thinking and our procedures in the successful campaign in the hope that they may be of some help to my readers.

In the first place we learned that school people do not carry school bond and levy elections. In the first two elections we tried to carry the ball ourselves. It didn't work. This time we took all our plans to the Junior Chamber of Commerce and sold the boys on the proposition. We then asked them to take charge. Their committee appeared before a regular meeting of the Board of Education and formally requested that a special election be held to vote on bonds and an extra levy for school buildings to the extent of \$1,500,000. The Board agreed and from that time on both the Board and the Superintendent stayed in the background. The Junior Chamber of Commerce carried the ball.

This, then, is a report of their publicity campaign and I take no personal credit therefor. In all special school bond and levy elections in West Virginia, the superintendent has full charge. I was kept busy buying election supplies, getting clerks and commissioners lined up for the eighty-seven precincts, and taking care of all the other headaches incident to the job.

COMMITTEE ORGANIZATION

A call went out through the newspapers for all interested citizens to meet with the Board of Education and the Junior Chamber of Commerce. At this meeting it was decided to organize a Steering Committee to consist of citizens from each part of the county, with the understanding, how-

ever, that big business interests, special moneyed interests, contractors, or others who might anticipate a personal profit from the success of the proposal were *not* to be appointed on any committee.

The president of the Junior Chamber of Commerce and the president of the Wood County Board of Education were named to select the members of the Steering Committee, which was to consist of sixteen members. These two men rapidly completed their work and announced the appointment of the sixteen-member Citizens Steering Committee.

The Steering Committee members then selected a chairman for their committee and named chairmen of the following active sub-committees:

Headquarters Committee

Finance Committee

Legal Committee

Construction and Advisory Committee

Twelve-year Building Program Committee

Election Committee

Get-Out-the-Vote Committee

Publicity Committee

The chairman of each of the above committees was authorized to select the members of his own committee within the limitations imposed by the citizens at their first organization meeting outlined above.

Members of all committees agreed that individual names and personalities should be left out of all statements and publicity releases. Any necessary statements were to be issued in the name of the Steering Committee and not from any individual member thereof. This policy was followed fairly well throughout the campaign and aided the promotion materially.

Headquarters Committee

This committee set up an office from which to direct the publicity campaign.

Finance Committee

A Board of Education in West Virginia cannot legally spend any money to promote an election of this kind; so all expenses of the campaign were paid by the Junior Chamber of Commerce with the help of several donations.

Legal Committee

This committee was found to be unnecessary since all legal matters were handled by the attorney for the Board.

Construction and Advisory Committee

We thought there should be an answer to the question, "What do the members of the School Board and the Superintendent know about building

school buildings of this type?" The standard answer is, of course, to put everything on the shoulders of the architect. This did not seem to be a complete answer as far as our public was concerned especially since we have a Wood County Chapter of the West Virginia Society of Professional Engineers. The Board of Education asked this chapter to appoint three of its members to act as an advisory committee with the understanding that all plans would be approved as to construction before being approved by the Board itself. This move proved to be a popular one.

Twelve-Year Building Program Committee

West Virginia has had the county unit system since 1933, but there are many of the older citizens who still think in terms of the old magisterial districts. So this committee, working on a longer range plan, was deemed necessary to satisfy those who felt their districts needed new buildings not included in the present proposals.

Election Committee

This committee contacted and worked very closely with the established county organizations of the Democratic and Republican parties, the members of the Parent-Teacher Associations, and all labor organizations.

Get-Out-The-Vote Committee

House-to-house canvass and telephones were used very effectively to ascertain the sentiments of registered voters in each precinct and an opportunity was given to sell these voters on the need for the building program. A complete list of those that were *for* the proposal was made in each precinct and turned over to the outside workers so that they could follow through on election day and see that these people voted. Outside poll workers were organized by precincts throughout the county. Although the weather was very bad and all workers were volunteers, the results of their efforts are clearly shown by the overwhelming majority given both the school bonds and the special levy.

Publicity Committee Program

At the first meeting of this committee it was decided that the campaign should be a short one. A twelve-day campaign was decided upon and inasmuch as election day was to be November 13, the date of November 1 was accepted as the start of the publicity program. It was decided that we would *not* set up a Speakers Bureau because of the danger of controversial issues being brought out during the speech or during a question-and-answer program that usually follows. We believe this was an important contributing factor to the success of the program.

Inasmuch as only three districts out of ten in Wood County were to receive actual buildings, under the present proposal, within their boundaries, the need to localize the individual building program became imperative, and the publicity program had to be designed with that idea in mind.

Taxes and the manner in which they should be handled in publicity became a major topic and lead to a broad discussion and argument. It was finally agreed that to endeavor to explain the entire tax structure of the state of West Virginia and to try to differentiate between Classes I, II, III, and IV would be impractical. We built our tax story on the average assessment of each piece of property in Wood County and quoted the tax figure for Class II, which concerned only the home owner. In our particular case, the additional cost to the taxpayer was on the levy proposal only, which was for a three-year period. The school bond issue was to be paid out of the regular debt levy of the Board of Education and would not mean increased taxes; although permission to issue long-term bonds against this revenue needed approval of the voters. In other words, the debt levy could and would be used for current operating expense if not obligated for the retirement of bonds. We found that the average assessment was \$2,000; so we told the people over and over again in all publicity that it would cost them only \$4.59 per year for three years for the entire \$2,000 if they owned their own homes. This meant an average cost of about $1\frac{1}{4}$ cents per day. We reasoned that those persons owning property in Class III or Class IV (business properties) were fully able to figure their own tax bill and that Class I property was negligible as far as the average voter was concerned. Direct statements from landlords during the campaign proved that our analysis was correct.

OTHER TYPES OF PROMOTION

Handbills

As outlined previously, it was agreed that it was necessary to localize the individual building program. Inasmuch as only three districts out of ten would receive direct benefit therefrom, this, of course, meant the use of handbills. In our opinion, this was a very important decision and was responsible in a large measure for the favorable vote received at the polls. A study of the returns from the three interested districts tells the story.

Wood County had six building projects in this election. Two were in the Williams district, two in the Parkersburg district, and two in the Tygart district. No buildings were to be built in the other seven districts.

Practically speaking, the problem was more involved even than it appears above. Parkersburg District, actually, as far as the vast majority were

concerned, had only one building project and fifty per cent of the vote. Vienna, a separate municipal corporation, lies partly in Parkersburg and partly in Williams district. Two of the buildings were actually within its corporate limits, but Williams district received only one building. Two buildings were to be erected in Tygart, but Lubeck district, which is immediately contiguous to Tygart, would benefit equally by the erection of the South Parkersburg Junior High School. Hence, the program had to adapt itself to these problems and could not be limited to special magisterial district lines.

Four handbills were prepared—one featuring the Health Center at Parkersburg High School for distribution in Parkersburg district and to the children of all junior and senior high schools in that district; one featuring the new grade school at Vienna for use within the corporate limits of the City of Vienna; one featuring the new gym and auditorium at Williamstown to be used in all of Williams district outside of the corporate limits of Vienna; and one featuring the South Parkersburg Junior High School for use in both Tygart and Lubeck districts. Each handbill contained a picture of the proposed building, a statement of the need for it, and an appeal for favorable consideration. Then, a special flyer was prepared for the Fairplains School in Tygart district. This flyer showed only the picture of the new proposed school and identified it. This was distributed only in the immediate neighborhood of the Fairplains School. The sixth project, the adding of eight rooms to the Neale School at Vienna, was not played up in any manner.

On Monday, November 5th, during the last period of school each student in the schools of Parkersburg, Williams, Tygart, and Lubeck districts was given the proper handbill for his neighborhood. He took it home to his parents. On Saturday, November 10th, just three days before election, the appropriate handbill was distributed door-to-door to every home in the above districts. The balance of the county was left entirely to the general publicity program and an effort was made to sell them on the need for new school buildings in Wood County.

We concentrated our efforts among the people to whom we had the best story to tell and we believe the results speak for themselves. The election carried in a few of our rural districts but, in most rural districts, it did not. For our positive vote we had to depend on the more thickly populated sections of the county. One precinct, out in the "sticks," turned in 24 votes, all negative, which included the five election officials who had worked all day without pay.

Placards

A special card, 12 inches by 22 inches in size, was printed on 8 point board and was used very effectively throughout the county. On November 1st, the starting day for publicity, the cards were distributed to every business house in the county and the boys who had charge of the distribution did an excellent job. Each card was placed in a prominent place in the window in an upright position and was secured in this position by using cellulose tape. On Thursday, November 8th, two cards were placed back-to-back a-straddle each lamp post throughout the business district of the City of Parkersburg. The Mayor had previously given his permission.

Thought could be given to using these cards on the busses and trolleys in other communities with good results, although, frankly, this is one possibility we overlooked here.

The School Bond and Levy Parade

Wood County school children were organized for a parade. They were requested to prepare their own banners, in their own words, supporting the proposed school bond and levy election. At the request of the American Legion, this parade was added to the Legion Parade on Armistice Day, November 12th, the day before election. Despite inclement and threatening weather and the fact that the parade was being held on a school holiday, the turnout was very impressive. Hundreds of Wood County children with their banners paraded throughout the line of march. They made a very striking impression with the voters. In our opinion, if the parade were held on a school day, with a good weather break, the result would be one of the most impressive sights ever witnessed in any town. A mass demonstration of school children has a very good psychological effect on the citizenry.

Paid Advertising

The only paid advertising used during the campaign consisted of five 44-inch advertisements. These advertisements were of a general nature and cited the need in Wood County for new school buildings. They were started on November 1st and used about two days apart in both papers.

Newspaper Publicity

All newspaper publicity was built around endorsement of civic, labor, and fraternal organizations. The co-operation of these groups was very good and ninety per cent of the endorsements received came voluntarily without any solicitation. These endorsements were used daily starting with November 1st in front-page news stories supporting the issue. Editorials were very, very helpful in selling the idea that, if Wood County was to pro-

gress, this program must be voted favorably by the people. All in all, the newspaper co-operation was everything that anyone could ask, and members from each paper were very active on the publicity committee.

Radio

Every local news program starting with November 1st carried the news releases that appeared in the newspapers, stressing particularly the endorsement of the many groups that favored this project. On November 11, 12, and 13 the radio station made a ten- to fifteen-word announcement stressing the importance of the building program. These announcements were broadcast on every station break throughout the three days.

IN REVIEW

In organizing a campaign of this kind, we believe that it is necessary to let the demand for the program come from the people themselves and not from the Board of Education or any group that might be financially benefited therefrom. The campaign must be carefully planned and effectively executed. Too frequently the campaign starts out with good intentions but fizzles near the end.

Any election held for this purpose must be a *special* election and the polls staffed with volunteers and school teachers. We believe that if the question is tied in with other election proposals at a regular election the results will not be favorable to putting over a bond and levy issue. Above all, expenses should be kept at an absolute minimum. The total cost of this promotion was \$375.67.

We believe that the theme should be along progressive community lines and the appeal kept as simple and understandable by all persons as possible. Our radio and 14-inch by 22-inch cards used very simple, but, we believe, effective copy. Here it is:

WOOD COUNTY NEEDS NEW SCHOOL BUILDINGS

Let's Get Them Tuesday, Nov. 13th

[x] YES for School Bonds [x] YES for School Levy

(You must Vote for Both.)

The radio varied the above copy a little and used the words *Our Children* instead of *Wood County*, the idea being to give the radio announcements a personal touch. As a result of this carefully planned program and the untiring efforts of enthusiastic workers, 76.6 per cent of voters voted for the bonds and levy, while only 23.4 per cent were opposed.

Grooming the School Plant

PHILIP U. KOOPMAN

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TOO frequently public relations suggest the relationship between persons responsible for institutional or corporate purposes and the citizen not employed by the agency in question. Almost as important as the human equation is the effect of the physical facilities of a school upon the patrons, the taxpayer, and the citizen. The grooming of the school plant has much to do with the public response to the school. The public relations effect is continuous and cumulative. If the effect is positive, public support for the school is being favorably affected.

The purpose of this writing is to indicate the matters pertaining to the school plant that involve grooming and to suggest some constructive practices that almost any school system can afford. The structure and arrangement of the plant affect public relations. Housekeeping standards and esthetic appeal govern pupil care and public respect for the education activity in the community.

The education activity in a community should be characterized by good taste, active living, and efficient use. To have one characteristic and not to have the others does not make for satisfactory grooming. A building that is poorly designed for teaching and learning situations cannot satisfy high positive goals in public relations even though it may be provided with thousands of dollars worth of interior and exterior decorative embellishments. Housekeeping standards vary widely in public buildings. High custodial standards will add much to the prestige of a school and should be the minimal level of grooming. Yet high standards here will not suffice to give the well-groomed effect.

To gain the best results in plant appraisal on the part of the public, there must be definite planning for the dramatic touch. An observer gains his impressions from a combination of the mass effect and minute details; *i.e.*, a bed of bright flowers, a well-polished door knob, a well-lighted picture, an immaculately clean floor or window. Too often the standard of a secondary school is

one of severe line, generally satisfactory custodial care, and conventional lawn treatment. This results in mediocre responses from the public. School buildings should reflect the best in esthetic and hygienic standards in the community. Enough of the dramatic quality should be present to arrest the attention of the public on every contact with the school.

The schools that plead lack of funds for plant development and operation should be reminded that *every school* is spending money on these programs. The administrators and board of education members must recognize that inadequate painting, dirty buildings, and carelessness in plant operation actually add to the cost. The poorest school district can contribute to the grooming of the school plant by reassessing the practices followed in even the most ordinary matters of operation.

The following areas are suggested for consideration when mapping programs for plant improvement, modification, or in planning new structures. They involve the creative talents of many kinds of technicians and artisans. Any one area may constitute the principal interest of a given school for a year or more. Each warrants special study and the establishment of specifications, working standards, and rating sheets.

A. Structural features

1. Form, mass, and contour
2. Arrangement for use and access
3. Design—harmony of function and appearance, including decorative effects and acoustics
4. Appropriateness and quality of materials

B. Operational features

1. Colors—interior and exterior
2. Custodial care and maintenance
3. Grounds—horticultural treatment and maintenance
4. Variation in eye appeal—seasonal, holiday, displays, and lights

SOME ASPECTS OF GROOMING ARE RELATED TO STRUCTURAL FEATURES

Form, Mass, and Contour

Many problems of school-plant appearance must concern the problems inherent in buildings already constructed. Nevertheless, problems of form and contour are basic considerations in the treatment of old buildings and surely should receive primary attention in the thousands of school buildings that will be built during the next two decades. We know now that the box-like building with half basement and centrally located auditorium and gymnasium was not an economical building to erect. Cubic cost is not the most significant measure. Function, convenience, and light are prior considerations.

The general outline of the building should suggest harmony with the surrounding homes and should meet the standards of the best construction in the community. High spires, turrets, and trick curves in contour no longer appeal to good taste in architectural design. Thousands of dollars have been spent on elaborate monumental fronts on buildings that add nothing to utility and that present serious maintenance problems. Esthetic impression should depend upon color, texture, harmony of lines and angles, and arrangement of mass. It is possible to gain pleasing arrangement in any of the various letter-form buildings that contribute so much to efficiency. E, T, I are popular layouts.

Basically, the beauty of new buildings should derive from a simple, efficient, and economically defensible arrangement of the building mass and form. Embellishments may be added to suit the purse and taste, without detracting from the basis of good design. In public building construction, as in all art, the basis of beauty is in the form and mass created.

Arrangement for Use and Access

If all new building projects and alterations of buildings were preceded by intensive group study of the uses and services anticipated from the proposed construction, the modern school administrator and school architect would have the basis of good form, contour, and mass. When the purposes of the school are defined, the architect can adapt the various areas in such a way that education can be efficiently conducted and the best in esthetic taste for the money expended can be realized. Public relations are vitally affected by the patrons' experience in using and seeing the buildings. No secondary school can avoid the use of the building by the adults of the community. The school will attract large gatherings. Many of those attending the meetings will attend at night and come by automobile. Parking, outside lighting, access of parking to places of meeting, and safety of vehicles and pedestrians all require consideration in problems of appearance and grooming.

The school activities should be grouped so that the patrons may have:

- a. efficient adult use,
- b. the efficiency gained by teaching related materials in the same part of the building,
- c. an absence of conflict in traffic flow and interfering noise in the conduct of learning activities, and
- d. safety of all persons using the premises.

No partition should be installed, walk laid, or tree planted until some thought is given to a long-time improvement program. To the degree that it is possible, the portions of the buildings that will be most used by the adult pub-

lic should be grouped in separate wings and readily accessible from the administrative offices.

Food-serving areas should be related to the gymnasiums or other social use areas. Conflicts in accommodating persons attending auditorium and sports functions at the same time should be avoided. Proper parking and building controls and noise interference are the usual conflicts in this problem.

Proper study of access and use will actually contribute to beauty, convenience, and economy. The total effect is one of good public relations. If patrons can conveniently use the premises, be comfortable in their use, and through good arrangement be made conscious of the presence of these two factors, they will more willingly support the education activity that is being promoted in the community.

Design—Harmony of Function and Appearance Including Decorative Effects and Acoustics

The conventional school of the past expressed the type of education experience that took place within its walls. Fixed schedules, little laboratory space, blocked classes, restricted physical activity, and circumscribed courses of study lead chiefly to preparation for college.

Since 1920 the enrollments of the secondary school have increased to the point that many communities accommodate 80 per cent or more of the youth in the secondary school. Slowly these schools are coming to realize that theirs is a diverse function. This trend is reflected in the design of the school. The old school was severely symmetrical in design—windows evenly balanced from a central door and rooms uniform in size and appearance. This led to monotony in design only offset by more incongruent decorative features far removed from the purposes of education. Tudor towers, spires and grill work, or tricky surface designs were common.

The school of today and tomorrow requires many shops, laboratories, gymnasiums, playfields, and social rooms. With this function in mind, the school planners use large bulk with plain walls for auditoriums and gymnasiums, glass brick and long plate-glass windows, soft-textured exterior walls, and simple, nonmonumental entrances. Recall the number of high schools that have spent enough money on granite steps and monumental facades to purchase acres of needed playfields.

Decorative effects on the exterior of a building should derive from the function of walls, lighting—either artificial or natural—safety, or convenience in use. Shrubbery, offset angles and broken lines in the wall, texture and color of materials, and terrain properly provide the basis of functional decoration.

Acoustical treatment is a must in considering interior design and color.

Probably no single feature of new or old school buildings is more readily subject to correction than the marked improvement in function and grooming that can come from simple acoustical treatment of almost every area in a school building. Old ceilings are easily treated acoustically. Properly treated ceilings in new buildings cost very little more than the conventional painted plaster ceiling. The reduction in nervous tension in the learning situation warrants the acoustical treatment of all of our school buildings as next in validity to high standards for cleanliness.

Quality and Appropriateness of Materials

A well-groomed building will indicate care in selecting the correct quality of material for the purpose. This will be most evident when furniture and fixtures in an office or classroom are examined.

Offices and reception rooms should be equipped with furnishings having quality and good taste. Too frequently the visitor is confronted with the plain but battered aggregation of oak chairs and bookcases. The office of the principal and guidance staff should reflect the qualities of a study rather than a business office. Battered and stained equipment and furniture do not need to be in any office. Painting, refinishing, or screening will improve it.

The texture and type of floor material are readily noted. Floors and walls should indicate warmth and sanitation. Wood, asphalt tile, and ter-



A nonmonumental entrance characterized by the Bala-Cynwyd Junior High School, Lower Merion School Dist., Ardmore, Pa.

razzo usually serve most satisfactorily in secondary schools. Mastic, cement, and linoleum floors contribute to the institutional feeling of a building.

All furnishings in the form of drapes, shades, light fixtures, and furniture should be selected with a high value placed in their contribution to the purpose of the room in which they are used.

In selecting wall interiors or exteriors, special care should be taken to avoid the feeling of hardness, institutional atmosphere, and austerity. Highly glazed tile should be used only where that characteristic is required by function. In contrast, brick, stone, wood panel, art metal, plaster on acoustically treated areas can be selected so that each contributes to the efficiency and the quiet dignity and beauty of the building. A little dressing of this type will go far toward lifting a remodeling job on a new building from the common level to the level of uniqueness and good taste. Public buildings are most economically provided in the long run if only good quality and appropriate materials are incorporated in their construction.

Colors and Lighting—Interior and Exterior

The science of color application has come into its own since 1930. Color adaptations, natural and artificial lighting which is part of color techniques, and acoustical treatments of buildings are the two phases of architectural skill that have revolutionized the public relations values of public buildings. Merchandising and home decorating led the way. When one recalls that the color values in homes and stores have moved from the low scale of dark tones to the high scale of light tones and blends of color, it is apparent that the planner has the key to trends that should be observed in painting programs and furniture selection for schools. The earlier pattern depended upon light areas of color for contrast with the generally dark interiors. Now the reverse is true. Dark color areas are used for contrast and decorative effect. The use of dark walls, woodwork, and equipment was assumed to be necessary to hide the dirt and marks. With the improvements in cleaning agents and cleaning and the raising of standards of housekeeping for public buildings, administrators have found light colors actually lead to higher standards of maintenance and restrain the defacing of walls and equipment.

The exterior coloring of buildings presents a variety of problems. Dark colors absorb heat more readily than light colors. This is a real consideration in climates of high ratios of sunlight and warm seasons well into the school year. An offsetting consideration is the fact that buildings too light in color have a high-glare factor that is offensive to a person in close proximity to the building. The tendency today is to select materials for exterior walls that are

of lighter tones but with low-glare factors. Certain types of limestone, hard quarry stone, brick, and tile have this quality. Lightness in exterior walls should not be secured at the expense of securing low-glare factors.

A well-groomed school exterior should of necessity present great expanses of glass of either plain panels or glass brick. These areas offset by expanses of masonry walls that back up auditoriums or areas using unilateral lighting create pleasing exterior patterns. Remodeling of old building offers opportunity to dress up fronts by the liberal use of glass which in turn improves natural light sources.

The interior of the building offers the greatest opportunity to alter the whole tone of a school. Pastel walls, light floors, and near-white ceilings will transform a shabby room into an attractive place to work. High-gloss paints should not be used. Best grade flat paints are the most satisfactory for producing nonglare eye comfort. Vision studies show that easiest vision takes place where glare is reduced and where severe contrasts in color are absent. When applying this principle, one should know that best vision is not secured in uniformly colored rooms either. Light pastel walls with dadoes and other trim in slightly darker shades seem to combine the best elements of efficient vision and esthetic appeal. Dark floors and fixtures reduce foot-candles of light very markedly.

In planning a decorating program, similarity in treatment of all rooms and corridors should be avoided. Southern exposures can be treated with stronger colors; *i.e.*, green, blue, peach, or gray. Northern exposure should tend to the warmer colors; *i.e.*, tan, yellow, or reddish tints.

School designers and teachers have known for a long time that school-rooms are underlighted. Foot-candles of light as low as five or ten are common. Minimum levels should be about thirty-five foot-candles. Too many school buildings are still built in much of the traditional pattern with reference to windows and at the same time are equipped with costly artificial lighting to offset the deficiencies.

Problems of color in a school cannot be treated without consideration for light sources. Glass-brick panels are coming into common use. These give a soft, diffused light that complements any shade. On the other hand when plain glass panels extend to the ceiling where most light enters and penetrates to the farthest side of the room, care should be exercised in the use of blue or reddish tints.

Fluorescent lighting has made such a contribution that some recommendations have been made to eliminate windows and natural light sources. Some factories have been built on this plan. Considered judgment, however, should dictate that maximum use of natural light sources be the first rule.

In determining the wisdom of installing incandescent lighting *vs.* fluorescent, only a careful technical survey of the old plant or functions of the new plant can yield a safe answer. Almost all old buildings should be relighted. The direct exposure of bare lamps of either kind is inexcusable. Many installations of fluorescent lighting made today are violating this principle.

In general, incandescent lighting reflected from light-colored ceilings probably provides the most satisfactory lighting for nursery, kindergarten, and possibly first-grade rooms, corridors, and perhaps cafeterias. These are areas where warmth, softness, and ease of distant vision are more essential than high concentration of light for sustained detailed work that may be done in higher grades or offices.

Fluorescent lighting is making rapid strides in school lighting especially where high light intensities are required—classrooms for children who do much reading, libraries, shops. A minimal requirement should be one that avoids bare lamps and either treats the light by reflection from light-colored ceilings or uses a glass diffuser or glare-reducing fixtures fitted with louvers. Decorative lighting can be done with spotlights, and cove or recessed lighting from either incandescent or fluorescent sources. Schools should consider this type of installation for entrance foyers, libraries, social rooms, and food-serving areas.

Even modest adaptations to present knowledge of lighting and color will elicit commendation from the public and especially from the children and teachers who use the facilities. Every school can afford to do something with this phase of public relations. Eye appeal, comfort in vision, and pleasing variety invite the visitor to make his best responses to the school.

Custodial Care and Maintenance

Cleanliness is the first rule for appearance. Without satisfactory structural features and without good taste in color and light, the higher levels of grooming cannot be realized. Yet buildings with ugly characteristics can convey the impression of good housekeeping if proper maintenance standards are required. The order of effectiveness is cleanliness and neatness.

Cleaning standards must be built around personnel, equipment, and materials. Custodial work is not an old man's job. Good service requires a person of better than average intelligence and health, who looks with respect upon his job and who looks to the high-school official for direction. In many ways the custodian is as important a public relations agent as any teacher. His contacts are with pupils, parents, and people doing business with the school. He fre-

quently knows more about the inside operation of school affairs than any teacher. For these reasons he must be a man of integrity and industry.

To attract a person of this quality, adequate attention must be given to his training and working conditions. There should be a salary plan with regular increments for merit. Suitable quarters for clothing, bathing, and safe keeping of his property should be available. Careful training and almost exact standards of achievement should be assigned to the workers by the principal or by personnel under the principal's direction. These working standards should indicate the areas to be covered and the operations to be performed; such as, periodic mopping, sweeping, dusting, window cleaning, wall washing, and repair responsibilities. The janitor should be instructed concerning his relationship with teachers, pupils, and school patrons. Newly employed personnel should have their work reviewed by the high-school principal until high-quality performance is achieved. The custodial staff should have a status of respect. They should be treated as co-workers and not as servants. If these workers understand the importance attached by the school to their work and human contacts, they will be encouraged to professionalize their performance.

One of the surest ways to secure high performance from custodial people is



Schools usually use water wax applied in liquid form. Picture courtesy of the Bala-Cynwyd Junior High School, Lower Merion School District, Ardmore, Pennsylvania.

by providing them with excellent equipment. Good equipment reduces the objectionable features of the work, raises the standard of cleanliness, and increases the scope of the work that can be done. Time to dust, wash windows, polish equipment and furniture, and to do odd jobs of convenience for teachers and pupils comes when the routine jobs of sweeping and mopping are done mechanically and with the right equipment. Most schools can add much to the last touch of grooming by re-studying the location of waste containers, the location and storage of cleaning equipment, and by providing additional areas for storage of custodial supplies and odds and ends of school equipment too commonly found in offices, stairways, or classrooms.

The modern secondary school no longer operates during hours limited to 9 A.M. to 3 P.M. Instead, the hours extend from 8 A.M. to late in the evening at least five days a week. The failure to recognize this fact in assigning custodial workers explains part of the difficulty in securing satisfactory personnel and the too common low level of housekeeping existing in many schools. General labor standards are such that the well-kept school must recognize the reality of the forty-hour working week and the need for personnel to be assigned to cover the extended day that schools are now in use.

With present labor costs, good equipment is an economic necessity. Floor sanders, polishers, sweeping carts, waste disposal vehicles, first-class brooms and brushes, vacuum cleaners, and good tools are all time savers. Younger men will not be satisfied to operate with inadequate equipment. Again, the use of the best equipment gives time for and makes it possible to achieve finished standards in cleaning.

Correct cleaning materials of high quality are real economies in cleaning operations. The well-cleaned building is one that is mopped, swept, and dusted on a regular schedule. All walls should be brushed down annually to remove loose dust. Marks and defacing should be removed when they appear.

Good floor maintenance requires a strict routine of work. Wood floors in classrooms and corridors should be sanded and treated with penetrating seal of high quality. The traffic lanes worn in the finish can be refilled by the custodial staff during the school year. Wood floors in gymnasiums, offices, or in other less used areas are more satisfactorily treated with surface seals. All flooring material with the exception of terrazzo and gymnasium areas should be well cleaned and waxed. Schools usually use water wax applied in liquid form.

Flooring experts agree that most school floors receive far too much scrubbing. Serious damage is done to composition floors such as asphalt tile, rubber, linoleum, and wood or cement by the application of liberal quantities of alkali cleaning compounds. High quality, neutral soap with small quantities of pow-

ders should be the formula for floor cleaning. Well-filled and waxed floors require very little scrubbing with machines and large applications of water. Light mopping with good soap followed by a good rinse will extend the life of the floors.

Every school should identify some high points in custodial care that are given special attention for their public relations value.

1. Observe flag etiquette
2. Polish all stages, gymnasium, floors, and foyers before public use
3. Maintain neat and clean offices and public entrances
4. Mop all lavatories, clean vitreous wear, and keep supplies on hand; avoid the use of deodorants
5. See that areas used by visiting athletic teams and other groups are clean and convenient for use.

Grounds—Horticultural Treatment and Maintenance

The ground area provided secondary schools in past years has been too small. Some school sites selected today comprise as much as eighty acres or more. When we consider the grounds necessary for a college of a thousand students compared to the area allotted to the ordinary secondary school of the same enrolment, it is evident that most high schools cannot operate full programs of outdoor activities and provide adequate esthetic environments. While programs of expansion in this respect meet with some resistance, there is no one characteristic of a school that has more universal appeal to the public and to pupils and teachers than well-fitted and well-used grounds.

The plantings and landscape design for a building can enhance the appearance and raise the general morale of the whole community. Any building is improved by proper landscape treatment. Professional advice should be secured in planning ground use and decoration. All too commonly, the amateur will use background trees for foreground purposes or place high hedges where none should be located. For esthetic appeal and economy in operation, there must be a proper balance between grass, trees, and shrubs.

Rapid drainage, absence of terraces where possible, unfenced lawns but enclosed playfields, and ample open, grass areas are primary considerations in economy and quality of maintenance. Where possible, it is good public relations to have some of the play areas where they may be seen from public highways. When patrons see students using playfields, they are made aware of the need for extended grounds.

Another eye-arresting technique is that of selecting plantings and trees in

such a way that each week or month some plant provides a particular eye appeal. Beds of annual or bulbous flowers are also useful for this purpose.

Special study should be given to the problem of traffic flow for both pedestrians and automobiles. Poor walk arrangements led to the making of unsightly paths across lawns and through shrubbery. If trespassers persist in walking across areas required to carry out landscape patterns, barriers of planting should be selected for these sites that will discourage the practice.

Automobile traffic offers such a hazard that every school should be studying ways to accommodate off-the-street parking for patrons of the school. Special areas for visitors should be provided. These areas should contribute to the use of public meeting facilities of the school. If possible, areas should be well screen from the building and street but marked with adequate direction signs.

The plantings and yard arrangement should be in keeping with the personnel available for grounds maintenance. It is a mistake to assume that plantings will contribute to the esthetic appeal of the property if ample labor for their care is not provided. Modern power grass-mowers, spraying equipment,



Holiday seasons offer the finest opportunities for pupils and for employed personnel to provide special decorative effects. Courtesy of the Ardmore Junior High School, Lower Merion School District, Ardmore, Pennsylvania.

and pruning tools are the most economical if the ground-keeping job is extensive. Rough work and lack of detail in trimming, planting, and walk layout will suggest poor grooming and have a negative effect on the public relations value of heavy investments in horticultural treatment.

Provision for Variation in Eye Appeal

Variation in eye appeal for the physical plant is possible for any school. The little touch of color and rightness of design presented through all of the possibilities of temporary ornamentation to any site or building suggest a *media* of public relations scarcely recognized by schools. Commercial enterprise places it high on the list of public relations techniques.

Even the poorest school can provide unusual seasonal displays in shrub and flower plantings. If custodial help is not provided, science classes, student councils, or community organizations can do the work. In one community, service clubs provide annual flower beds, each at a different season, for the high-school grounds. Holiday seasons offer the finest opportunities for pupils and for employed personnel to provide special decorative effects. Memorial day for flag displays, Christmas for rich windows and decorated



The planting and yard arrangement should be in keeping with the personnel available for ground maintenance. Picture, courtesy of the Senior High School of Lower Merion School District, Ardmore, Pennsylvania.

trees, Easter for religious themes, Halloween for fall colors—all these and less usually recognized occasions are the cues for public appeal. Holiday seasons too frequently find school buildings bare and unattractive.

The production and instructional work of the school likewise should be used to provide variety to a building. Display cases, attractive bulletin boards, and/or well-placed art objects should arrest the eye of the visitor and pupil alike. Well-groomed buildings are built and maintained in such a way that the silent sales technique is always in operation.

Among the simplest and most effective devices for changing the appearance of the grounds and building is that of spotlighting either the exterior or interior. Inexpensive but powerful spotlights can now be purchased. By temporarily lighting the building one way for a few weeks and another way in a different season of the year, startling effects can be secured and attention be drawn to desirable features of the plant. An attractive planting, a well-designed entrance, a window display, or attractive walls are set off brilliantly in this manner.

The community should grow to expect this pleasing variety. No one should pass the school plant without seeing the attention-drawing feature deliberately planned for that month or season. These are broad impressions made on people that will go far in securing support for the school. They will offset the small day to day irritations that are the experience of any institution.

SUMMARY

The immediate opportunities to affect public opinion so far as the school plant is concerned lie in the routine problems of yard maintenance, painting, lighting, cleaning, and other custodial care, and special decorative effects. The long-time areas of concern have to do with the basic architectural problems of form, arrangement, design, and quality of building materials. Both the immediate and long-range considerations should be part of a deliberate purpose to affect the public relations of the school favorably. Things done properly will bring immediate and lasting benefits to the school. The public will pay for and will be proud of school buildings that display tangible evidence of care in their construction and maintenance. A poorly designed and constructed school plant that is poorly maintained will bring more neglect to the plant, and much worse, the educational provision for pupils will be neglected.

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The Teachers Association Discovers Its Public

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THE local high-school teachers' association can mark off an area in which to exhibit effectively its good manners in public and can make that area peculiarly its own. Information concerning practical techniques and activities possible for the secondary-teachers' organization is the purpose of this article. At the outset we must in fairness give credit to Mr. Harold W. Kingsley, Director of Teacher Recruitment, California Teachers' Association, for much of the material herein. Over a period of years he has been the mentor for scores of school association leaders in the public relations field in California. Whatever appears here is an humble extract from that large body of remarkably effective knowledge about public relations which Mr. Kingsley has either created or collected.

You should also know that the activities reported are a composite. No single teachers' club has used all of the program displayed here. Surely, there must be other practices as commendable. All of the techniques and practices presented have been and are being used with satisfactory results. Consider this, then, a report of observations and experiences on practical public relations for the high-school teachers' club.

MAKE AWARE

The first problem facing the public relations committee is the attainment of a simple objective. The lay public must be made aware that there is an association in existence.

It is axiomatic that the first, perhaps only, collective property an association owns is the organizational stationery. The public relations committee should have the executive group of the association develop an active policy concerning the extensive and constant use of the association letterhead. The obvious merits of this simple tool can be multiplied when the letterhead becomes occasionally a harbinger of service tidings to the community. The public relations groups possibly can find one or more occasions during the year when a broadcast announcement, greeting, or reminder of a noncontroversial

nature is in order. The letterhead can be used to announce a calendar of school activities for the year, extend opening of school greetings, remind citizens to vote in a school election, or urge registration for voting. A directory of association membership would be welcomed by most school patrons. Any duplicated material released to patrons or public should be couched in simple terms, be short, well spaced, with attractive lay-out. Whatever the occasion, the letterhead can become an inexpensive means of making the public, or important segments of the public, aware that such an entity exists and is active.

A plan for increasing the awareness potential by using the local press should not extend beyond simple rudiments unless professional advice is secured. The local editor will appreciate regular, factual, reports of association meetings and activities. He should be supplied before school starts with personnel directories, picture cuts of association officers, a calendar of meetings and events, and other routine data which he may suggest. It is a good idea to invite him to a meeting to talk on the subject "The Press and the Public School." He will not long be a party to an involved scheme of press releases calculated to attain an objective beyond that of public awareness of the association, unless he, and better still, his subscribers are openly aware of such a plan and are at least in tacit agreement. Conspiracy, however astute, worthy, or esoteric, will out and had best be avoided. Awareness of the association's entity can be cultivated through the local press by the constant practice of the small services and courtesies mentioned above, plus the insistence that the name of the association be used wherever proper, rather than some other collective designation such as *faculty* or *staff*. Your reporter has never known a local high-school teachers' club to use a newspaper advertisement to extend holiday or other greetings to public and patrons, but the idea has merit for making pleasant awareness possible through the local press.

SPEAK UP

Awareness as a public relations goal is augmented even more when attached to the service objective if a speakers bureau is organized within the high-school association. Such a bureau must be carefully organized and its participants carefully selected. The message of all speakers who are officially presented to the community as representatives of a professional educational organization should be circumscribed in the broad field of education. Stuffiness and boredom are to be avoided certainly, and the engaging shop talk possible in a speech entitled "How I Teach Remedial Reading," or "How to Watch a Football Game," should be fully exploited. First-rate classroom teaching is the number one public relations function of any school and parents like to hear about good work being done for pupils. Primarily, responsibility for pub-

lic relations using this theme lies elsewhere, but the teachers' association can help a good thing along by offering speakers who can talk about their jobs. Faculty speakers whose repertoire extends into some field of study or experience apart from, or beyond, the local school add prestige to themselves and their profession, but preferably they should appear under auspices of other than the high-school association when their discourse leaves the bounds of the common occupation of the association members. Once a list of speakers is made, it should be furnished to every civic, fraternal, professional, and social organization in the community. The amount of calls will be surprising. Even if they are infrequent, the list will have partially served its purpose by furnishing a constant reserve supply of programs to frantic program chairmen.

CAST YOUR BREAD

A single, large-scale, community service administered and effected by the secondary-teachers' association can be the most powerful public relations agency in the association kit for promoting good will. Such a service should be rendered without thought of recompense or acclaim. The nature of the service depends entirely on the community situation. In general, rural or suburban areas can be served well with a cultural event. The writer knows of one association which traditionally stages a faculty *Hi-Jinks* each fall. The box-office returns beyond expenses are appropriated officially to youth agencies. Another faculty group annually serves as impresario for musical, dramatics, and educational events of laudable merit and "presents" in the name of the association. Profits, if any, augment association charity and public relations funds. Community-wide celebrations always offer a large-scale opportunity for the teachers' club to act as a civic organization. Urban areas can offer an opportunity for mass service in solicitation. One California high-school club encountered latent, or sometimes active, opposition from prominent members of the local Chamber of Commerce until it assumed the annual task of soliciting memberships for the business group. The activity has been so successful and so appreciated that pleasant returns have been manifold. The association seeks no recompense, however. Another teachers' club in southern California makes the annual Community Chest drive an association project. Charity drives and community surveys serve the double purpose of bringing teachers to many personal contacts and of making the community aware of the organization as a worth-while collective entity. Beyond these general suggestions there exists in every area a problem or an opportunity, peculiar to the locality, that the association can do something about in a way impervious to attack.

Those who attempt making a science of word usages and their connotations would look askance at the term heading this paragraph. "Fifth-column"

type infiltration is not advocated because that involves secrecy and conspiracy. The activities of a teachers' club must be as open and obvious as those of goldfish—but there is no better word for the public relations practice that is advocated. A list of all reputable organizations—religious, civic, fraternal, veteran, occupational, social, or other—in the community should be matched with the organizational affiliations of association members. Wherever gaps appear, they should be filled if possible, even if the expenses for membership must be subsidized from association funds. The multiple benefits from personal contacts are apparent. Most important, since teachers normally participate only in middle-class activities, is the community-wide coverage afforded by such a program. It is very nice to start a long way ahead of "scratch" when the attempt is made to persuade a vote of approval from an organization for proposed school legislation or tax levy.

The man or woman who is known to the group has ground, background, on which to stand when persuasion becomes necessary. The teachers' association should be a *joiner* using individuals talented in that type of endeavor for professional group benefits.

CONTACT INTENSIVELY

The professional relations committee may take on the pleasant project of conducting new faculty members on a tour of the community. The details of getting a bus or motor trip organized are another story, but the public relations officers can attach some special effects to a tour or other device planned to welcome new teachers. The itinerary, or the occasion, could have on its agenda the introduction of community leaders, legislators, officials—all those who in some measure shape public opinion concerning schools. A dinner is a standard device used for the intensive contact. If the legislator, editor, or veterans' commander comes to dinner he should be offered the opportunity to mingle and visit but should not be requested to speak, unless he wishes. Dinners for legislators, in particular, should be small, informal, and held well in advance of legislative session time. The legislative committee will no doubt wait on the legislator officially at another time. A dinner should simply be an opportunity for acquaintance making. Always invitations to an association dinner should be made with care. They should be impersonal. The danger lies in the ones who take offense at being left out. Consequently, there should be an association policy for the inclusion of guests by official categories rather than as personalities.

The same set of community dignitaries can be more safely cultivated by a simpler and less expensive device that makes them at least pleasantly aware of the teachers' association. That is the letter of congratulation which goes to

every newly elected organization official. An alert functionary in the school organization who constantly prepares these epistles can render an effective professional service. This device can only, of course, supplement the personal contacts previously indicated.

THROW A BOUQUET

A possible further, but dangerous, development of the intensive cultivation of key individuals is the official resolution of praise. Particularly is it unwise if the individual recipient happens to be a politician. The resolution of approbation can be a powerful technique for good public relations, however, when directed at groups. The high-school association generally should officially view with benign glance those activities and services aimed at promoting the welfare of teen-age youth. This is a logical field for authoritative statement. The city council which votes funds for a youth center or the veterans' group that sponsors a ball club can't take offense when a well-timed resolution of praise comes along from the teachers' association. A constant program of sincere approval rendered those groups participating in youth projects becomes a powerful and many-sided tool for community and professional advancement. The *do good* group can bask in the warm security of authoritative assurance when paid with the rare coin of gratitude.

STAY AMATEUR

Mass propaganda techniques which make extensive use of commercial communication media are the business of professionals. The local teachers' association can and, in some instances, does operate a program of public relations which uses radio, newspaper, printed pamphlets, home visitation, oral campaigns, movie trailers, sound wagons, posters, and possibly other means of communication. The factors of time and money obviate most of these devices. Furthermore, the danger of a bad impression is always present when these devices are inexpertly used. When the local association wants to effect a large-scale objective and feels the need of wide publicity, the expert can be called in to assist in harvesting the crop of good will which has been nurtured by one or more of the simple, amateur functions advocated here. The writer has observed all of these normally possible tools operating with apparent good effect. In most cases the teachers' club was able to use constantly just one or two of the activities recommended. The public relations program for a high school should be the same as that for a civilized person. The formula is easy:

1. Get acquainted; make friends.
 2. Do good deeds.
 3. Praise the good deeds of others.
- It is good for our business.

Growing Bouquets in the Classroom

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A SCHOOL superintendent of my acquaintance recently said, "Many of our teachers believe that building and maintaining good school-community relations is the responsibility solely of the superintendent. But, as a matter of fact, unless teachers assume equal responsibility for wholesome relationships, all the superintendent can attempt to do is to counteract and overcome, usually in vain, the unfavorable impressions that are created every day in the classrooms."

That the classroom teacher is the foundation of good school relations is now universally accepted. There is a growing realization that everything which takes place in the school, since it affects human beings, has either a negative or positive effect on public relations. Report cards, disciplinary methods, curricular content, assignments, athletic policies, teaching techniques, school regulations—one can go down the list and find nothing that does not either build or destroy good public relations.

Because the New Jersey Secondary-School Teachers' Association of seven thousand members believed so thoroughly in the strategic power of the classroom teacher, it prepared and distributed an 84-page manual on school-community relations¹ to remind its members that public relations cannot be avoided. But *poor* public relations, it believes, can be avoided, and *good* public relations can be built. The manual endeavors to demonstrate that as a school builds better public relations it inevitably participates in a process of self-improvement.

This article attempts to illustrate the philosophy that permeates the manual. It tries to show that good public relations are the natural results of sound pedagogical classroom practices. The proper beginning of an improved public relations program is a re-evaluation of school and classroom procedures.

¹New Jersey Secondary-School Teachers' Association. *School-Community Relations*. Pp. 84, 50 cents. Lester D. Beers, Treasurer, 1035 Kenyon Ave., Plainfield, N. J.

WORDS CAN BUILD BARRIERS

Among the first of the twenty-four chapters dealing specifically with the functions of teachers is one entitled "Teacher Vocabulary Can Enhance Good Public Relations." Although all words have meaning, many words possess the power to arouse emotions. The fact that parents' reactions often depend upon the language that is used is illustrated by the experience of many educators. They have found that when they say, "John is failing history because of his low I.Q. He does not have the capacity, or intelligence, to succeed," the parents' reaction is usually violent, for lack of intelligence reflects upon family pride. But when the explanation is made that "John's low marks are due mainly to the fact that his reading skills are deficient," parents often chuckle and say, "He's just a chip off the old block. I always had trouble in reading, too."

Reading skills and intelligence, ability to do school work, correlate very closely. The schoolmen in both explanations above said approximately the same thing. But whereas parents will grow irate if their children are said to be low in intelligence, they will take with calmness an explanation based on reading difficulties. Since the desire of the school is to discuss problems through the exercise of reason, there is every justification for the avoidance of emotion-fraught vocabulary.

Letters to parents, narrative report cards, report card comments, telephone communications, comments to pupils, and parent interviews are the chief media through which emotionally colored vocabularies wreck good public relations. If anything, the written word, poorly selected, does more damage than the spoken word, for it stands alone, unamplified, unaccompanied by smile, gesture, or inflection. For example, the teacher who said, "Yesterday John *stole* a book from the library," is very likely to arouse such parental antagonism that the interview results in failure. For *stole* is an emotionally colored word. Yet if he had said, "Yesterday John took a book from the library without the librarian's permission," the statement would have proved no obstacle to dispassionate discussion.

Let us take another example. One teacher states, "John is a *vicious* boy and is not *fit* to associate with *decent* boys." Another teacher, confronted with the same set of circumstances, says, "John has many bad habits which make the boys with whom he should associate avoid his company." Both teachers are saying the same thing. But which teacher has the greater opportunity of securing the parents' help in solving the problem? Which teacher is building better relationships?

There is reason to believe that certain words should never be spoken or written by teachers in their contacts with pupils and parents. The penalties for

using them are often severe because of their effect upon school-community relations. Among such words are the following. Every teacher can add to the list:

steal	mean	liar	stupid	dirty
thief	vicious	lie	unfit	no good
good-for-nothing	lazy	idiot	bully	dumbbell
unclean	worthless	cowardly	dishonest	nuisance
smells	immoral	moron	cheat	dishonorable
smart Alec	delinquent	dumb	sneak	sneaky

At the end of each of the two-page chapters in the manual are several questions, designed to stimulate retrospection and thoughtful consideration of the point of view developed. At the end of the chapter on teacher vocabulary appear these questions:

Do you know any comments that have appeared on report cards to which you, as a parent, would object? Re-word the comments in a form that would eliminate your objections.

Do you know any instances in which comments made to parents or to the public evoked unnecessary and poor public relations because of the vocabulary used?

POOR PUNISHMENTS HURT THE SCHOOL

In the many scores of interviews with parents conducted by the committee preparing the New Jersey manual, it became very apparent that punishments meted out to pupils constituted one of the major causes of poor public relations. Both schools and parents have accepted the point of view that the aim of punishment in schools is to help adjust pupils to their environment. But there is reason to believe that many schools through the punishment they give increase the emotional maladjustment of pupils. Punishments, when illogically devised or unjustly executed, create lasting prejudices against teachers and school.

Practice apparently has not yet matched theory. Every teacher gives lip-service to the axiom that punishments should be educational; yet, if parents are to be believed, some teachers still exact from recalcitrant pupils lists of words copied hundreds of times, whole textbook pages copied in longhand, the solution of lengthy division problems with dividends consisting of scores of figures, the writing of long compositions on inane subjects which are later consigned unread to the wastebasket, and the writing of long lists of dictionary definitions.

Although teachers will admit that punishments given in one classroom should not affect the pupil's progress in other curricular areas, the practice still persists of refusing to permit pupils to attend the gym class until they have handed in their arithmetic homework, of refusing to allow pupils to practice with the basketball team until an English theme is prepared, of refusing pupils

permission to become members of a camera club until their behavior has improved in Latin class.

As far as pupils are concerned, nothing seems to violate their sense of justice as much as group punishments. They resent—and their memories are long and bitter—the teachers who keep an entire class after school because of their failure to identify one guilty individual. They detest teachers who punish a whole group because of the misdeeds of a few persons. They place a black mark against teachers who punish a whole group in order to force them to violate a group ethic whether or not the ethic is commendable.

Pupils believe teachers are unfair when they use the pupils' after-school jobs as weapons of punishment. They are told in school that many out-of-school jobs are educational and are helpful in the development of such virtues as responsibility, promptness, and industry. Yet a few teachers attempt to punish them by forcing them to be failures in the performance of their after-school commitments. The boy who is kept after school, when the teacher knows he has a paper route to deliver, rarely forgives the teacher for hitting him in his most vulnerable spot.

On the whole, teachers, parents, and pupils agree on the following decalogue of punishment. If these principles were practiced in every classroom, both parents and pupils, who will become future voters of school budget, would develop a much more wholesome regard for schools and school personnel:

1. Punishments should aim to modify pupils' future behavior, not to punish for past misdeeds.
2. They should not be regarded as constituting the complete treatment for problem behavior.
3. They should assist the pupil in making a sound adjustment to his environment.
4. They should be used only when the pupil fails to respond to more positive appeals and incentives.
5. They should be adapted to the pupil.
6. They should not be unduly severe.
7. They should leave no residue of antagonism or resentment.
8. They should be considered as opportunities for remedial action rather than retribution.
9. They should be aimed at overcoming causes, not results.
10. They should be given after pupil and teacher confer on the justice of the punishment.

The teacher, after reading the chapter on punishments, is asked to consider:

What punishments given by him have aroused bad public relations among parents or pupils?

What punishments would be appropriate for different types of misbehavior com-

mon to his classroom? What characteristics would make the punishments appropriate?

How he would modify the punishments referred to above if the pupils concerned were dependent upon a scheduled bus for transportation home.

ASSIGNMENTS CAN WRECK HOMES—AND SCHOOLS

A secondary-school teacher enters a home more often through the homework he assigns than through any other means. Every assignment has an effect—negative, neutral, or positive—upon the relationship existing between the home and the school. New Jersey teachers have found that unfavorable public reactions are created when:

1. The pupil has so many and such lengthy assignments for one night that it becomes humanly impossible for him to complete them.
2. The pupil is given an assignment for which his preparation is not adequate.
3. Assignments are given solely for disciplinary or punishment purposes.
4. Completed assignments upon which the pupils have worked for hours are discarded without teacher perusal, criticism, or comment.
5. The purpose of the assignment is not recognized by the pupil.
6. The difficulty of the assignment is so great that the work can be completed only with the help of educated parents.
7. The assignment is worded so vaguely as to make difficult its interpretation.
8. The chief characteristic of the assignment seems to be that it "keeps the pupil busy."
9. The pupil is given failing marks but never any homework.
10. Lengthy tasks, such as term papers, are assigned several months before a due-date, and no progress reports are requested. Inevitably the last weekend before the due-date sees many households in confusion as pupils try to do several months of work in a few hours.
11. Heavy assignments are given to be completed on nights when important school activities are scheduled.
12. The teacher is adamant in refusing late acceptance of assignments when exceptional circumstances make acceptance justifiable and reasonable.

After a detailed study of assignments that have caused strained relationships between home and school, the secondary-school teachers of New Jersey have enunciated five general principles designed to improve simultaneously the educational and the public relations results of homework. The teachers believe that:

Assignments should be educational, with the need and purposes clearly apparent to teacher, pupil, and parent.

Assignments should, as far as possible, meet the individual needs, interests, and abilities of pupils.

Teachers should be reasonably confident that the pupils can succeed in their assignments.

Assignments should grow naturally out of a lesson, or should proceed naturally into the next lesson.

Assignment policies should be formulated by the whole faculty to prevent unreasonable homework demands upon pupils by individual teachers.

TEACHERS BUILD IN MANY AREAS

In view of the fact that a great proportion of the contacts between school and community occur with the pupils as intermediaries, it seems unreasonable to New Jersey teachers to place total reliance upon local and state education associations to develop, through organizational tactics, the effective public relations program that is needed. New Jersey teachers are placing great dependence upon themselves to build the necessary firm foundations.

In the manual are chapters stressing the opportunities for building better public relations in a wide range of school areas. The chapters deal with teachers' personal characteristics, pupil understanding of instructional purposes, teaching techniques, curricular content, school regulations, pupil adjustments, tests, marks, treatment of failing pupils, school social functions, athletic contests, school publications, cafeteria practice, office contacts, escorted parent visits, letters to parents, parent councils, professional services to parents, school and community surveys, parent understanding of the curriculum, and parent polls.

Each chapter deals with an area of activity in which the teacher is a central figure. It is inevitable that some type of public relations is going to be built through the actions of the teacher in each area. The purpose of the manual is to reveal the opportunities that exist to build the desirable kind of relationships and to show the practices in each area that arouse resentment and bad relationships among pupils, teachers, and parents.

IN REVIEW

Eleven yearbooks have been published since 1935 by the New Jersey Secondary Teachers' Association. Each has been built around a specific need. The School-Community Relations yearbook seems to possess a strong appeal. A second printing has been ordered. Two states have expressed a desire to reprint it. Several colleges are using it in their graduate courses. Requests to purchase copies have come from all parts of the United States and from several foreign countries.

Not quite a year has passed since its publication. Its effect, as nearly as the Association can estimate, can be summarized as follows:

1. It has formed the basis of numerous faculty study-meetings, in all parts of the state.
2. Teachers have been pleased to find concrete, practical ways in which they themselves can help develop good public relations.
3. Teachers and administrators have both found that classroom practices which produce good public relations are the practices that are most defensible professionally. They have found, conversely, that the practices which produce

poor public relations are those practices which do not square with modern educational theory. In other words, good public relations techniques, as far as the teacher is concerned, seem to be identical with good teaching procedures and philosophy. Many people have said that a good program of public relations must first have as a foundation a good school. New Jersey teachers believe that the qualities that make a good school simultaneously create a good program of public relations.

4. Elementary school teachers have been surprised to find that the manual fits their situation as snugly as it fits the conditions under which the secondary-school teachers work. The popularity of the manual seems as great in elementary schools as in secondary schools.
5. The manual has helped to bring public relations out of the realm of political "pressures" into the realm of "professional improvement."
6. The manual has served as an instrument for in-service growth, and as such has enhanced the association's reputation for professional leadership.

New Jersey teachers are convinced that the bouquets which they want to receive from their community must first be grown in their own classrooms.

Special Services for the Public

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BY providing special services for the public, the schools not only have an excellent opportunity to improve public relations, but also are able to attain more completely the goals of education. This article describes the special services which have been provided by schools in all parts of the country. The variety and success of such services indicate that many schools have made excellent contributions to the public, above and beyond the normal call of classroom activity. Subject to modifications necessitated by the nature of your schools, many of the examples of special public service may be adapted to your use. Other examples may stimulate suggestions for further services.

WHY PROVIDE SPECIAL SERVICES?

Perhaps the concept of secondary-school education fifty years ago would have caused educators then to scoff at the idea that the school should do more than prepare its pupils for college. Just as we have progressed from that narrow concept, we are again advancing beyond the belief that it is the sole duty of the secondary school to teach adolescents the basic subjects required for graduation. It is becoming increasingly evident that the school must assume more and more responsibility in becoming an educating force for the *entire* community. The school must provide leadership within the community and must influence the community to develop its knowledge and skill to meet today's problems. This it cannot do by adhering to acceptable educational practices of the past. The school must go into the community and bring the community into the school to attain this more ambitious goal.

Special services to the public are educationally sound because they enrich the experiences of the school staff and school population, and also produce numerous benefits to the community.

EFFECT OF THE WAR ON SPECIAL SERVICES

Although the community school idea had been growing for some years before the war, wartime exigencies strengthened the realization that schools

should be used by adults as well as by youngsters. Unity on a national level was more than matched by local spirit of co-operation and joint action. During the war years, schools assumed greater leadership in helping the community solve its problems. Special school services, if they were already in existence, were broadened; if not in existence, they were inaugurated. In addition to offering special courses to further the war effort, the school became the center for community war service.

The end of the war brought about an even greater need for special school services. The schools are being utilized as special occupational and educational guidance centers for returning veterans and war workers. All over the country, there has been a re-examination of educational objectives to determine how the school can best serve all the residents of the community. Through the special services described below, schools take an active part in community service.

HOW SPECIAL SERVICES MAY BE PROVIDED

Special services may be provided by individual schools, school districts, town or city systems, or by state systems. The size of the community and the nature of the service will determine the most suitable approach. This section describes how special services have been provided.

Bringing Adults Into the School

One of the methods of providing special services for the public is to have adults use school facilities either during the normal school day or after school hours. Parents are usually invited to such school events as Open School Week, faculty or student plays, and concerts, but how often are they invited to become more than spectators? In communities large enough to support evening high schools, the adults are able to take complete high-school or extension courses. In other communities, special attempts must be made to utilize school equipment and *know-how*.

In Halfway, Oregon,¹ the school organized a community farm shop and community cannery. In the shop, farmers were able to repair machinery such as tractors, mowing machines, hayrakes, combines, hay derricks, and other items of farm and household equipment. The school also taught farmers how to weld. The community cannery at the school was useful in preventing waste and spoilage of fruits and vegetables. Many other schools in the country provided community canneries through their home economics departments. Adults using the school kitchen of the Benjamin Franklin High School in New York City canned over 5,000 quarts of fruits and vegetables in a short time.²

¹Evans, W. W. "How the School Serves Our Community," *Agricultural Education Magazine*, XVII:144, February, 1945.

²Winograd, S. "PM's Story of a New York High School," *Progressive Education*, XXII: 34-5, January, 1945.

In many communities, the public participates in civic forums under the auspices of the schools. These may take the form of panel or round-table discussions, debates, or town meetings. At many of these discussions on local, national, and international matters, the school provides moderators and speakers. In some instances, when a group in the community wants to hear both sides of a current problem discussed, the social studies classes present an informal debate at an evening meeting. The pupils present the facts on each side and answer questions from the audience.

In Manitowoc, Wisconsin,³ the schools reach graduates and returned servicemen and women by means of discussion groups and forums created for the 21-year-olds. Problems especially applicable to new voters are discussed in an effort to provide fuller citizenship training. An institute has also been established for training leaders of Parent-Teacher Associations, Service Clubs, and Women's Clubs.

In many ways the schools contribute special services to further intercultural harmony. In Springfield, Massachusetts,⁴ aliens are integrated into the community by being enrolled not only in special courses designed for citizenship training, but also in other courses in which citizens are registered. During the war there was a course called *Victory Foods* in which women of different groups met over the recipe book and enjoyed one another's cooking and company. As a result of this policy, many who came to school only to get the knowledge necessary in order to obtain citizenship papers returned to take other courses after they became citizens.

Also at Springfield, there is a Labor Relations Forum conducted by the schools. This forum brings together each week about 200 representatives of labor and management to discuss their common problems. The Springfield Program Exchange helps civic groups and interested citizens to plan and conduct programs of entertainment and education for the benefit of all the people in the community.

The Intercultural Education Workshop of New York City⁵ has assisted schools to find various ways to develop, in their curricular and extracurricular activities, mutually appreciative attitudes among members of various racial and cultural groups. One method is to invite the adults to a high-school assembly program. These regular invited guests from the various groups in the com-

³Kempfer, H. "Public Affairs Education—the Community Approach," *American School Board Journal*, CXI:23-6. November, 1945.

⁴Chatto, Clarence I. "Springfield's Experience with Intergroup Education," *Harvard Educational Review*, XV:99-103. March, 1945.

⁵DuBois, Rachel Davis. "The Face-to-Face Group as a Unit for a Program of Intercultural Education," *Journal of Educational Sociology*, XIX:555-61. May, 1946.

munity are invited to remain after the assembly for a period of informal conversation with a small, selected group of pupils, teachers, and community leaders. There are no formal prepared programs in these "socials" after the assembly. Frequently the conversation takes the form of answering specific questions about folk customs or some social or economic problem connected with the subject. By offering this service, the school encourages favorable attitudes of the participants towards each other.

Many schools and school systems have sponsored programs devoted to world understanding, with different groups in the community using the school's facilities. Very often these programs take the form of United Nations Festivals, in which the contributions of various cultures to American life are emphasized. In New Brunswick, New Jersey, a Fiesta of Nations was recently held, in which thirteen booths representing as many countries were set up. Parents, dressed in native costumes, explained the displays to pupils and adults from other cultural groups.

The Bay Ridge High School in Brooklyn, New York, last May and June had a five-week *Know Your Community in a Big Way* program. The music and health education departments presented song and dance festivals, in authentic costumes, with dances and music native to the ancestors of the groups represented in the student body. At a PTA meeting the next week, the community presented its formal request for a new building with expanded facilities to its representative on the Board of Education. Thirty-four different community organizations sent representatives or delegations to this conference. The third week celebrated Norwegian Independence Day. An audience of about 1,000 participated in the program which included plays, dancing, and community singing. A play performed by the faculty was the feature of the fourth week. Closing the intensive community program was a celebration of Irish Night, sponsored by the Gaelic Advisory Board of the evening school. By means of this ambitious series of programs, adults were active in school functions.

Pupils In Schools Helping Adults

It is the practice of many schools to provide special services by having pupils help the adults in a number of ways. In Clarendon, Texas,⁶ the school produces work in the classroom that the adults appreciate, combining school work with adult activities. Pupils were given a trench silo demonstration after which they assisted a group of farmers in building and filling four trench silos.

⁶Gillham, J. R. "From Classroom to the Community," *Agricultural Education Magazine*, XVII:228, June, 1945.

In Salida, Colorado⁷, the pupils aid the school in giving special services both in and out of school. When 6,000 ration books were needed at the beginning of the war, the school trained its commercial students to do the job instead of closing the school and having the teachers do it. Other in-school activities included the typing of organizations' by-laws, membership rolls, and form letters by the pupils in the commercial department. The pupils in the language classes help people in the community who get letters in foreign languages by translating the letters into English, and also translate into Spanish or French any letter a person may wish to send in those languages. Out-of-school activities included supplying the Chamber of Commerce with eighteen "models" for some advertising pictures and the presentation of programs at women's clubs, Rotary Club meetings, lodge entertainments, and social gatherings of all kinds. When, for two successive meetings, the restaurant which ordinarily served the Rotary Club luncheon was unable to do so, the home economics girls served the meals for the group.

Curricular Changes To Aid Community Development and Improvement

In addition to providing the special services already enumerated, many schools have their pupils assist in the solving of community problems. This is accomplished by altering curricula to include problems of community development and improvement.

Girls who had taken courses in home nursing in Jackson, Mississippi,⁸ volunteered two afternoons a week at a day nursery for children of working mothers. The High School of Homemaking in Brooklyn, New York, has a splendid nursery school which aids mothers of the community at the same time it provides training for the pupils.

The high-school biology class in Robinsonville, North Carolina,⁹ conducted a campaign to eliminate malaria. This was initiated after a survey of the pupils indicated that thirty-eight per cent of the group had had malaria within the past five years. It was then decided to have a unit devoted to the prevention and control of malaria in the Robinsonville community. The class formed committees to survey the community. Maps were drawn, photographs and charts made, and publicity obtained. A letter was drawn up to the Board of Town Commissioners making suggestions for the elimination of the mosquito and malaria. The class was granted an audience with the commissioners; and, armed with concrete data, presented the case convincingly. The commis-

⁷Barrett, L. A. "Salida Schools Perform Community Services," *American School Board Journal*, CIX:19. August, 1944.

⁸Boyte, J. C. "Junior Red Cross is a Bridge between School and Community," *School Management*, XIV:96. November, 1944.

⁹Carroll, P. "Responsibility of the Teacher to Extend School Services to the Community," *Peabody Journal of Education*, XXI:70-3. September, 1943.

sioners approved, met with county and state health authorities, provided the necessary equipment and labor, passed local laws, and began a war on mosquitoes and their breeding places. Not only has there been a steady elimination of mosquitoes and malaria, but also a decrease in the community health bill. Surrounding communities, impressed by the results, have become *malaria-control* conscious.

Colquitt County, Georgia,¹⁰ had a county-wide program of community improvement through the extension of school services. Schools took the lead in improving health conditions, recreation, and home beautification. Health problems such as hookworm, inadequate dental care, and malaria were improved.

Not only does the curriculum of the Benjamin Franklin High School¹¹ in New York City teach the boys to become better members of the community, but also successful co-operation of school and community brings continual improvement in the health, housing, and recreational facilities of the neighborhood. The school and community co-operated to investigate housing conditions and discovered that the community was badly in need of low-rent housing. With that decision made, they petitioned, paraded, and campaigned until the East Harlem Project providing low-rent housing for 1,300 families was built. To bring the school and community closer, during 1941 the school published a neighborhood newspaper in English, Italian, and Spanish, but this was discontinued during the war. Part of the seventh-term English course was a survey of the recreational facilities and needs of the community, with recommendations for the prevention of juvenile delinquency.

Schools may begin some service which the community needs and continue it until a proper agency or person can successfully take it over. Such diverse endeavors as a shop for repair of farm machinery, a cannery, a food exchange, a hatchery, a health clinic, a livestock improvement project, a scout organization, a theater, and a community club house have all been instituted by schools.

In Alabama¹² as a result of reading and investigation, pupils took part in building check dams to reduce erosion. They also met with farmers to explain the methods of crop rotation and diversified farming. When they studied other problems of the community, they aroused the adults to produce a wider range of foodstuffs and also to set up a co-operative cold-storage plant to enable the community to have fresh fruits and meats throughout the year. In many areas, an integral part of the civics courses is beautification of the community and the improvement of health and sanitary conditions.

¹⁰*Ibid.*

¹¹Winograd. *Op. cit.*

¹²Tyler, R. W. "Responsibility of the School for the Improvement of American Life," *School Review*, LIII:400-5. September, 1944.

Just as folk festivals are held to bring adults into the school's activities, they are also used in the curricula to link different groups and to break down language, ethnic, and religious differences. In New York City in one school in a predominantly Scandinavian area, a Norwegian Folk Festival was staged with pupils of all national backgrounds participating. In another classroom, Christmas and Channukah celebrations were reported upon alternately by pupils of different faiths.

The inclusion of foreign languages in secondary schools is often a special service to the public. The only secondary school in the country which offers Norwegian is the Bay Ridge Evening High School, and efforts are now being made to include Norwegian in the curriculum of the day school. The Bay Ridge Evening High School also teaches Gaelic in response to community requests. It is apparent that the school can help improve the community at the same time it enriches its curriculum.

Leadership In Providing Services Or Co-ordinating

The Work Of Social Agencies

Not only do schools co-operate with other social agencies, but also they often take the lead in co-ordinating the work germane to all these social agencies. This is especially true in long-range planning and guidance services. School personnel is called upon to act on committees of citizens working on broad community problems. Schools may be required to supply the staff and the school plant in working out these community problems.

The end of the war brought about the need for Adult Counseling Centers which were organized by the Occupational Information and Guidance Service of the United States Office of Education of the Federal Security Agency.¹³ The purpose of these Centers was to find ways to aid the thirty million adult citizens discharged from the armed forces and from war-production jobs to relocate themselves in vocational life.

When these Centers were set up, the problem of securing qualified counselors was encountered. The following were used in representative Centers in different states; a dean of boys and director of guidance in a high school and junior college; a superintendent of schools; high-school teachers and high-school counselors; a director of the counseling service of a state college; a vocational counselor in a high school; a high-school principal; vocational shop and agricultural instructors; and commercial teachers.

The school board at Fort Smith, Arkansas, finances the Center from its own funds. The Center focused the community's attention on readjustment

¹³Jager, Harry, and Zeran, Franklin. "Community Adult Counseling Centers; Some Illustrative Experiences in Organization," *Occupations*, XXIII:261-308, February, 1945.

problems and found that the community needed to re-establish an evening school for adults. In Montgomery County, Arkansas, the four consolidated high schools served as the Centers, and the teachers and administrators of the school system did the counseling. The social studies classes collected information on the names and addresses of persons returning from war service or defense work, and notices were sent to these persons, publicizing the Centers as able to help them if they so desired.

A city as large as Topeka, Kansas, had a counseling staff of high-school teachers and the supervisor of tests and measurements for the city. Pupils in the co-operative office practice class provided clerical help. The Board of Education financed the project. In Thurmont, Maryland, the high-school class in problems of democracy conducted a survey to determine the number of persons who had left the community for war jobs and the number who were commuting to war jobs. In Kalamazoo, Michigan, the Board of Education financed the project and selected the counselors. Schools have accelerated curricula and made other changes to smooth the path for the veteran who has returned for his high-school diploma. At Haaren High School," in New York City, the veterans were placed in the same official class, and the Haaren Veterans Club was formed. The club held regular meetings at which school and veteran problems were discussed. At one meeting a representative from the Veterans Administration answered questions pertaining to the GI Bill of Rights. The veterans were allowed to eat lunch outside the building, instead of in the pupils' cafeteria, in order to give them an opportunity to smoke. New York City's Evening High Schools were attended by thousands of veterans, with especial guidance and advice given them.

Brooklyn College, in Brooklyn, New York, has tested over 10,000 veterans during the past two years under the Federal program of vocational and educational guidance for those men and women of the community who served in World War II. The college is now extending its testing and advisement service to all citizens of the community who may desire it. This service is given at a nominal fee on a nonprofit basis. It is devised to assist parents planning their child's educational program beyond high school, employers selecting personnel for expanded or new undertakings, and individuals who wish to ascertain their fitness for certain positions or careers. (Although Brooklyn College is not a secondary school, of course, this information is included to show how schools can give special guidance and testing services.)

²⁴Mantell, Herman P. "Helping the Veteran to Adjust Himself," *High Points*, XXIX:56-7. January, 1947.

The Syracuse-Onandaga, New York, Postwar Planning Council¹⁵ recommended that there be a co-ordinating center for all the hundreds of agencies dealing with education. Other recommendations would provide extension of guidance services such as vocational and employment counseling, clinical services, visiting teacher services, testing programs, extension of the high school to include the thirteenth and fourteenth years, nursery schools, intercultural education, curricular experimentation, camping and youth hosteling programs, safety education, and film and music libraries.

Schools participate in health projects in conjunction with other agencies. Although these projects are too numerous to list fully, attention should be called to the annual *How Safe Is Your Home* Inspection Sheet sponsored by the New York City Board of Education in co-operation with the Safety Bureau of the Police Department and the Greater New York Safety Council, Inc. This *Inspection and Answer List* is distributed annually to the 1,000,000 school children of New York. Their parents sign a Certificate of Inspection stating that they have inspected their homes and will eliminate the hazards at home. They further pledge to do all in their power to prevent accidents and fires. The *Inspection List* indicates miscellaneous, falls, poisons, and fire hazards and provides for *yes* or *no* answers which are tabulated to provide material for a yearly analysis of city-wide home safety.

By co-operating in campaigns for safety, fire prevention, clean-up week, etc., the schools bring their services right into the homes of the community. The community is also benefited by services that the schools and the Junior Red Cross initiate. Again the war played an important part in emphasizing the desirability of applying knowledge to projects which give pupils increased awareness of their responsibilities to the community.

The school system of Springfield, Massachusetts,¹⁶ works in co-operation with community organizations. Together they conduct a school for training nursing attendants and a course for junior high-school pupils to prepare them to assist in the work of social agencies. Such procedures have the two-fold objective of giving the pupils an opportunity to participate in community service and to prepare them for positions of leadership in later life. The schools, in co-operation with the Council of Social Agencies and the department of physical education, give volunteer training courses for leadership in day nurseries, camps, and day camps.

¹⁵Isaacs, R. R. "Educational, Cultural and Recreational Services to Increase Participation in the Community Life," *Annals of the American Academy of Political and Social Sciences*, CCXLII:129-38, November, 1945.

¹⁶Chatto, Clarence I., and Halligan, Alice L. *The Story of the Springfield Plan*, N.Y.: Barnes & Noble, 1945.

In Jersey City, New Jersey,¹⁷ the Board of Education established a co-ordinated child welfare unit known as the Bureau of Special Service. The original purpose was to handle all cases of juvenile delinquency within the school system, but the scope was soon extended to include all juvenile delinquency within the city. An organization designed to co-ordinate the efforts of all public agencies was set up to handle all cases of maladjustment found by school authorities or police officials. James A. Nugent, Superintendent of Schools, says, "Under this arrangement it is not possible for any child to become involved in serious difficulty with the school authorities or the law without having a thorough investigation made of the home, school, and leisure activities as well as of his physical, mental, and emotional condition, in order to determine the factors which are shaping his career in an anti-social direction."

At Benjamin Franklin High School in New York City,¹⁸ the 23d Police Precinct Co-ordination Council for the Prevention of Juvenile Delinquency meets in the school and brings together faculty members, community leaders, representatives of social agencies, and the police department in an effort to lower the delinquency rate of the community.

Schools in smaller communities also perform special co-ordinating services. In Clarendon, Texas,¹⁹ the school is the co-ordinating agency for aiding farmers to solve their problems. In order to secure a better market for the farmers' products, and with the teacher as the co-ordinating agent, the group got in touch with a milk plant fifty miles away, formulated plans for a route, banded together in sufficient numbers for the route, and started building their barns and increasing their herds. The teacher secured a trucker, secured and developed plans for the barns, while in the production course, plans for improving breeding and feeding were made.

Acquaint Parents with Facilities of Community to encourage Use of Leisure Time:

In addition to the school newspaper and magazine, Bay Ridge High School has a weekly mimeographed newsletter²⁰ which is designed to encourage the pupils to take fuller advantage of their leisure time. Many of New York's cultural facilities are recommended, with full details as to time, place, and admission charge. Worth-while radio listening is also recommended. Although each pupil does not receive a copy, he has access to copies in the school library and on the bulletin boards in all the classrooms. Pupils who are in special

¹⁷Samuelson, A. "Relationship of the Schools to Other Social and Educational Agencies," *National Society for the Study of Education*, 44th Yearbook, Part 2, pp. 187-213.

¹⁸Winograd. *Op. cit.*

¹⁹Gillham. *Op. cit.*

²⁰Gilson, Goodwin W. "Guide to Spare Time Fun," *High Points*, XXIX:67-72. April, 1947.

scholarship classes receive individual copies, and there are always extra copies for pupils who request them. These are taken home. The adults often follow the suggestions which are recommended by the pupils or are seen in the home. In this way the school makes the adults of the community aware of the leisure activities immediately available. Although this newsletter is probably most successful in large cities where there are more diversified facilities, it can be adapted to smaller communities. Back issues of the newsletter are available from the author on request.

LIMITATIONS ON SPECIAL SERVICES

Unwise application of a useful idea may vitiate it. Therefore, although special services are extremely valuable, if they are misused, the results may be unfavorable. If a special service interferes with the normal running of the school, a check must be made to evaluate which activity is more educationally desirable. Pupils may be exploited because they may be asked to assist in special services which do not contribute to their own growth and education. The teaching staff, too, should not be expected to give its services day and night. Special services should be planned to benefit the community without destroying the health and morale of the teachers. As President Andrew G. Clauson, Jr., of the New York City Board of Education, recently said, "Any attempt on the part of any community to compel all teachers to participate in youth or community activities by fiat is apt to prove futile and self-defeating."²¹

Planning for special services which will provide the public, the pupils, and the school with the optimum results, requires administration, a co-operative school board, and a far-seeing financial authority.

CONCLUSIONS

By widening the scope of their activities through special services to the community, the schools achieve the aims of education in their fullest meaning by creating a better world through informed and well-adjusted citizens. They bring adults into the school; they send pupils into the community to help solve community problems; they plan or alter courses of study to include special community needs; they act as the co-ordinators for other agencies; and they acquaint adults and children with the community's leisure-time facilities.

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²¹Speech before the Nassau County (New York) Classroom Teachers Association December 10, 1947, as reported in *The New York Sun*, December 11, 1947.

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The School as a Community Center

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OUR public schools belong to the American people. Taxpayers will not long or adequately support schools which do not serve with maximum efficiency. Public opinion displays an increasing sense of ownership and realization that schools should contribute to a community more than a yearly crop of graduates. To a certain extent, an educational program which produces busy, successful, and happy youth will continue to have reasonably good support. However, it often follows that that kind of school has extended its walls to embrace the whole community. Its program and building facilities are not limited to use by youth alone, nor are they academic oases isolated from the life of the community. A school serving as a community center has no strict or rigid lines between what is adult and what is youth education, or between what is school and what is community activity.

If educators accept, as most of them profess to do, the philosophy that schools constitute the chief educational agency of a community and should provide education for all persons who are capable of benefiting thereby, their conceptions of the scope and function of the school are at variance with current practices. The true community school is one that becomes a center of community (or neighborhood) living. It contributes all its resources to the improvement of the community, and in turn, of the state, nation, and world; and it serves both young and old.

Community centered schools stem from this philosophy or "quality of mind" as summarized by Jacobson and Unger:¹

The foundation for a community-centered school is the wider acceptance of the social philosophy of education by the teaching profession, by other social and educational agencies, and by the public it serves.

The school must be conceived as an institution whose program is

¹Jacobson, E. A., and Unger, John C. *In What Way Can the School Be Considered the Center of Community Living?* Denver, Colo., Rural Life and Education in the Rocky Mountain Empire. A report. 1946. P. 15.

indigenous to the needs of the people and to the community it serves.

The teaching profession must conceive its responsibility; gauge its activities; measure its successes in terms of the total well being of the community and not merely the outcome of the school itself.

The public in turn expects increased and improved services from the school with the realization that the extent and quality of such services are contingent upon the financial and the moral support which the community provides for its schools.

IT HAS BEEN DONE

The community school is not an unattainable dream. Many instances have been recorded showing how the rebirth of a school has brought about the rebirth of the community. This miracle has, on occasion, arisen out of dire and extreme necessity. The *Story of Holtville*² shows how a school leader with vision and vigor inaugurated a program that lifted the whole level of living of a people through the influence of a community-centered school. Similarly, although perhaps not to the same degree, the Pine Mountain Settlement School³ helps its community; and the Benjamin Franklin High School in New York City leads its neighborhood in great social advances.⁴

What are some practices that are more common and which may become springboards for continuing activities culminating in a true community school? The few examples here submitted do not indicate an extreme paucity of activity in this direction. Rather, they illustrate the difficulty of locating extensive and complete accounts. Only a few secondary schools contain *all* the elements of a good community school. However, most schools do contain fragmentary instances of things they are doing which, if expanded, would bring them closer to our concept of a community school. Teachers, who do a great deal of work in this area, are generally too modest to inform others seeking such information; they are poor publicists for both themselves and their schools. Therefore, most descriptions of good practices have to be secured through accounts in periodicals or sections of books; other instances are obtained through personal observation, through dragnets established by research workers, or from reports given by a third party. Education needs more detailed examples than it has of good work being done in the field, and there is room in the educational market for more compendiums of school practices illustrating the community-school concept.

²Creitzberg, *The Story of Holtville*.

³Pine Mountain Settlement School, Co-op Class of 1938-29, *A History of the Consumer's Co-operative Store*, Pine Mountain, Harlan County, Ky.: The School, 1939.

⁴Covello, Leonard. "The School at the Center of Community Life in an Immigrant Area." *The Community School* (Edited by Samuel Everett) New York: D. Appleton-Century Co. 1936. P. 127.

However, current evidences do reveal patterns and suggestions which may be of help to others who wish to develop a more truly community-centered school. For convenience, discussion has been contained within four major headings. Naturally, only suggestive activities are listed; blueprints or specific over-all patterns cannot be given. Curriculum changes and methods should be indigenous to the school in which changes are being made. Situations, the needs of youth, and communities differ; and teachers work in different ways.

THE CURRICULUM AS A FACTOR

There are inherent in a modern curriculum certain practices which affect behavior of youth during and after school years. A curriculum that utilizes the community as a laboratory not only provides an educational program which is a pulsing and living thing, but it also serves as its own medium of public relations.

If we think of the major purposes of secondary education as those outlined in *Education for All American Youth*,² they may be expressed this simply: occupational preparation, civic competence, and personal development. Can any one of these purposes effectively operate or be attained in a vacuum? The modern curriculum must concern itself with real problems of youth.

As we scan our communities, thinking of them as laboratories of vital learning experiences, there appear countless examples of how the curriculum can embrace the community. First, there is the survey type of approach. Surveys by students on problems of interest to them and their parents can become the basis for community achievement. Surveys become part of the class work and function beyond the walls of the school even during the school day. Among those social problems which exist in most communities and which lend themselves to surveys are: recreational facilities, hobbies of both adults and students, zoning needs, health conditions, job opportunities, school mortality, and follow-up of former students.

Citizenship forums, sponsored by students and including local adult citizens, serve to enlighten older persons, provide a motive for student study, and assist in teaching that thoroughness in research and accuracy in facts are essential for securing sound conclusions. Investigation of city council activities is a common project in civics or problems of democracy classes, through which students learn firsthand the differences between ideals and practices. Several instances have been recorded where such investigations led to the improvement of local politics. A study of science or home economics can

²Educational Policies Commission. *Education for All American Youth*. Washington, D.C.: National Education Association. 1944. See also *Planning for American Youth* and *The Imperative Needs of Youth of Secondary-School Age* published by the National Association of Secondary-School Principals, a department of the NEA.

well begin with problems of the home and serve useful as well as instructive purposes. An examination of the drinking water sources of a community, with an analysis of water from wells and a study of pollution and its prevention, can relate specifically to farm homes and become a means for the securing of better health practices. When pupils thus encounter actual situations which affect their personal welfare, the school program then becomes meaningful to them and their parents.

COMMUNITY SERVICE

Service projects to the community by students bring about an identity between the school and the town, and cause a realization by students that certain unselfish acts are expected of good citizens. Examples of such projects are: clean-up campaigns; tree-planting activities; building a ball-park fence; operating a canning center; building, maintaining, and supervising a skating rink; exterminating rats; mosquito control; safety patrol; safer Halloween activities; beautifying unsightly lots; eradicating ragweed; caterpillar control; protecting forests from fires; caring for a community center; and operating a nursery for free distribution of plants, trees, shrubs, and flowers to local inhabitants. Many others are described in detail by Hanna.⁶

Service projects often lead to the establishment of local advisory or recreation councils containing both lay and student representation. Then the school moves toward being community centered. However, certain procedures, principles, and cautions should be observed. Geneva Hanna⁷ lists sixteen. Suffice here to summarize that projects should be carefully planned so that they become a medium of achieving the purposes of the school and that they concern problems, whether recognized or not, of the community.

COMMUNITY RESOURCES

More complete utilization of community resources also characterizes the community school. Furnishing students with work experience in local industries is one method of broadening the curriculum to include special education which could not be offered otherwise. Work experience in and of itself offers educational value for certain students; however, it is far more effective when it becomes part of a planned program designed to meet the needs of particular youth. Work experience projects have been provided by proprietors of local garages, factories, printing establishments, foundries, machine shops, and the many other institutions which provide local citizens

⁶Hanna, Paul R. *Youth Serves the Community*. New York: D. Appleton Co. 1936.

⁷Hanna, Geneva, "A Dynamic Curriculum Serves the People," *Educational Leadership*, 4:293-8. February, 1947.

with their livings.⁸ Careful supervision is essential in order that proper sequences of meaningful learning experiences be provided and that exploitation of the youth involved be avoided.

Professional people in every community can be used to good advantage in a community-centered school. The local banker is flattered when asked to discuss the changing dollar value with students of a class in economics. When students ask questions which show a keen grasp of the subject, the town's expert in this field recognizes the splendid job the school is doing, and he becomes a valuable supporter of it. Similarly, men representing fields of business, such as insurance and merchandising, as well as chemists, radio technicians, lawyers, and the other occupational groups that exist in most communities, may be brought to the classroom with beneficial results. Such visits should not constitute merely diversions for the students, but should represent the culmination of considerable pupil-teacher planning and the preparation of an outline for the visitor and questions on which the class needs enlightenment. The use of specialists is a common practice outside schools. Why not in them? Again, proper use of these people provides a healthy kind of public relations.

Rural communities present opportunities to aid their school programs through the assistance of skilled workers either to implement existing vocational courses or to provide instruction in those areas in which the school at present has no offerings. People with hobbies are a rich source of help. The range of interests and abilities even in the smallest town is surprising, and extremes run from the sublime to the ridiculous. One man who fascinated a biology class was a collector of skeletons of small animals. His knowledge of vertebrates was such that he was able to explain to the class many previously unconsidered aspects of functional skeletal structure. Almost every community has a "ham radio operator" who would be glad to give time to a group of students similarly interested.

Local organizations, both governmental and voluntary, also should be enlisted in developing the educative potentialities of a school and its community. State, county, and municipal governments offer services which too often are not used by the schools. Health centers have a variety of services which need to be known and employed. Churches have services which are important allies to certain aspects of education. All organizations that have educational implications should be studied to ascertain what they can contribute to the avowed purposes of the school.

⁸Leonard, Paul. *Work Experience in Secondary Education*, Bulletin of the National Association of Secondary-School Principals. May 1944. Pp. 29-35.

A study of the industries and other ways of making a living in the community is valuable. Products of local factories, quarries, and small one-man establishments furnish ideas to youth and have a rightful place in a school program which is based upon the needs of the youth of the community. As adults donate services to the school, they obtain a sense of belonging and they begin to realize what a school might do for both the students and the community.

Teachers also need to become community minded. Visitation to homes helps create desirable public relations and reveals problems which should have a place in the school curriculum. One school which embarked on a program of home visitations by teachers first advised parents that teachers would like to call on them to talk about the education and welfare of their children. Self-addressed cards given parents enabled teachers to know whether and when they should call. In this way, the teacher's visit was by invitation. Teachers need preparation for this approach; some even need social grooming! However, when carefully prepared, visitation links the home with the school and discloses projects which can be carried out jointly. Parents receive an opportunity to know more about the school program and often give invaluable advice as to the kind of education youth should have. Many teachers in this way see a pupil for the first time in his natural environment and secure an understanding of him that no other facility could offer.

Where teachers participate in civic affairs, belong to lodges and service clubs, their perspective of the community reflects itself in the classroom. The teacher is better able to relate book lessons with community situations. Home-room parent organizations, taking the school census, and teacher-club service to the community are other types of activities affecting relationships between the school and the community.

USE OF SCHOOL BUILDINGS

Since school buildings belong to the people, every effort should be made to encourage responsible lay groups to make use of them. The gymnasium can be scheduled during the winter months for occasional use by out-of-school youth, as well as by older men and women of the neighborhood who would enjoy the exercise and congeniality of getting together weekly. Sometimes the physical education teacher is requested to map out a program for them; if so, it is a golden opportunity. The school should be the natural center for public seminars, for adult music or band activities, for meetings of hobby groups, for forums, for special courses either recreational or vocational, or for meeting of special groups who need a meeting place.

This practice causes citizens to feel that the school is actually an asset to the community. Adult education programs should not mimic secondary- or elementary-school studies. Since adult programs deal with a different level of maturity, they should stem from the needs and desires of the people they are supposed to serve, rather than from what educators think is good for them. If a two-week course in silversmithing is wanted by a group of adults, it should be supplied. People are generally willing to defray the costs of programs which the school budget does not include. If a building does secure more wear and tear because of adult use of it, does it matter greatly? Most people accept conscientiously the few responsibilities entailed in using a building primarily dedicated to the education of youth. Only nonprofit groups should have the free use of the school buildings, and their convenience should always be subordinated to the needs of the regular school program.

AS WE SEE IT

These fragmentary examples of activities reveal that the community-centered school is not new. The process of becoming one is a matter of degree, and really is nothing more than all teachers doing all the time what at the present a few good teachers are doing occasionally. Administrators have the important task of facilitating situations wherein teachers may so function. Forty-minute periods are not, for example, conducive to the kind of program envisaged. Neither is that type of supervisory program which checks the level of curtains in a room or which evaluates a teacher's efficiency by the results of her pupils in a standardized test on American history. Nor will a community school be the product of administrative fiat. The community-centered school will develop with the growth of teachers, as they and students and townspeople co-operatively plan learning experiences which deal with current and realistic problems within the framework of commonly accepted purposes of secondary education. When a school does become community centered, it will receive a greater measure of public support, and it will not need to rely upon artificial or mass *media* of public relations. It will have achieved, through its services to the community and through the community's participation in the development of the school, the best possible kind of public relations.

Subjects Sell Schools

ALBERT R. BRINKMAN

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WITHOUT its network of approaches on either side of the Hudson river, the George Washington bridge would be little more than a magnificent but useless pile of steel and concrete. Invite one of the country's highest paid entertainers to perform before an empty house and you can imagine how stagnant that presentation would be. For life experiences that have substance, the utilities and activities of mankind must intermesh constructively. Unless there is interaction between school and community, the public's educational institutions stand as passive testimonials to an architect's drawing board. As one of the community's most potent educative agencies, the school cannot afford to become a sterile institution, indolent in recognition of its obligations to provide opportunities for bridging the gap between the teacher and student and layman.

Within the educative scope of the normal school schedule, instructional activities and procedures provide myriad possibilities to stimulate public enthusiasm in behalf of the school's program. Yet these are overlooked so frequently because of unresourceful personnel. Regardless of curricular arrangement, including adaptations of the core program or departmental set-up in the school, subject matter offerings provide abundant openings to assure school benefactors that its children's best interests mirror the school's basic goals.

Since students are in regular contact with subject matter, suggestions are offered to develop a sensitivity to the vast public informational possibilities in this area of the school program. Where the word *group* is used, individual class or departmental backing of the device may be implied. As the list is considered, departmental or class group sponsorship of some techniques will be apparent. With each point listed, an example is given to illustrate it in practice. These suggestions are neither new nor exhaustive. They are presented to stimulate an awareness of the varied opportunities available to introduce the community's school to its public.

SUGGESTED TECHNIQUES

1. Present a skill demonstration at Parent Night.
Demonstrate the progressive development of typing speed and highlight with a "What's wrong?" period.
2. Prepare displays for showing at strategic entrances to the school, during the period school facilities are being used by the adult education program.
Display the process of systematic hybridization of corn.
3. Help prepare script materials on a specific theme for a vitalized commencement program.
Have senior social studies and English groups collaborate to prepare material based on current happenings or events of local interest.
4. Sponsor a get-acquainted program for members of the local Chamber of Commerce.
Give local businessmen and members of service clubs a chance to get firsthand experience with school problems and personnel to dispel conventional impressions of the *schoolmarm*.
Invite the visitors to evaluate arrangement and productive capacity of equipment and machines of particular interest to them.
5. Exhibit specially used classroom materials at PTA meetings.
Illustrate steps involved in silk-screen process of graphic reproduction for making Christmas cards and school publicity posters.
6. Gather illustrative and informative materials on special projects for publication in the system's professional house organ or annual report.
Have the mathematics and art groups help prepare a graphic representation of the community school costs.
7. Publish a school activities calendar.
Have the printing or arts group get *by-line* credit for publishing a calendar of coming school events for distribution at PTA meetings.
8. Invite a specially guided school-tour group to the model apartment to take tea after their visit to discuss local occupational opportunities and for appraisal of school facilities.
Give the home economics group a chance to demonstrate their training and equipment while serving tea.
9. Provide materials on which visitors might focus attention while awaiting conference appointments.
Encourage class groups engaged in special projects to summarize results to be bound in booklet form for display on waiting-room tables.
10. Sponsor a series of informational display cards spotlighting paintings and other objects of art in school-rooms and corridors.

Ask the art group to undertake the responsibility of bi-monthly spotlighting an interesting and reputable painting in the school as a public informational service.

11. Rotate a series of feature articles on the various subjects for release in local and/or school publications.

Have the various subject groups help prepare answers to such feature questions as: "What we *do* teach in American history." "How much law do we need to know?" "Is football dangerous?"

12. Help prepare a *Did You Know?* fact sheet for distribution at Parent Nights, Vocations' Day, PTA meetings.

Have the social studies group prepare an informational sheet on pertinent school facts (see Figure 1 below) or on some basic current issue, such as food costs, to reveal research results of that group. Give *by-line* credit to the art or printing group that produced it.

On January 1, 1947, we had 1562 students enrolled.

We have 78 full-time members on our staff.

On January 1, 1947, we had 46 veterans enrolled.

Our PTA membership as of January 1, 1947, was 502.

Our school is a fully accredited member of the Middle States Association of Colleges and Secondary Schools. In 1942 an evaluation of our school by a committee from that association resulted in a "Superior" rating.

Rooms 102 and 104 house the advisers, one for each class. These members of the Guidance Department are equipped to provide occupational information, and information about college entrance and admission to special schools. Advisers consult regularly with students concerning their progress and the selection of subjects. Parental interviews are urged. Appointments may be made by calling ORange 5-3823.

Scholarships having a value of \$6200 were awarded to 9 members of the class of 1946.

Announcements of scholarships and educational opportunities reach us frequently. They are posted on the bulletin board opposite Room 219.

A student placement office is maintained in Room 102, not only for present students and recent graduates, but for all whoever attended our high school. Part-time and summer employment may also be obtained through this office. Call ORange 5-3823.

"Working papers" or employment certificates may be obtained at the school when necessary. Forms are secured in Room 102.

Besides the usual school subjects, our school offers many opportunities in art, music (both instrumental and vocal), speech, industrial arts, and printing.

We have a registered nurse who is on full-time duty.

Our library, which is in charge of a trained librarian, contains 4697 volumes. Despite the fact that the space available for library purposes is insufficient for a school as large as ours, the needs of our students are being adequately met.

Figure 1. Inside pages of leaflet on facts about the school

13. Set up a professional service bureau to help parents with educational problems affecting their children.
Provide an advisory service by appointment to help parents meet general problems affecting educational growth of children; such as, recommendations for good radio listening; suggestions for leisure time activities; and preparations of young people for college.
14. Invite lay-instructors to participate in class activities.
Urge a local storekeeper to present a sales demonstration and discuss current trends in merchandising in a retail selling class.
15. Utilize documentary materials prepared by nonschool agencies.
Publicize the use of governmentally prepared reports or audio-visual aids as used in social studies or agriculture groups.
16. Reshow, to adults, in afternoon or evening hours, films used in classrooms.
Invite the public to scheduled regularly, free showings of class films on topics of interest such as synthetic rubber or frozen foods.
17. Conduct an interview.
Arrange to have students in a social studies group visit a local rabbi to get firsthand information on Judaism and Zionism.
18. Sponsor a Vocations' Day.
Have several upper-class groups sponsor a special conference of local business to help these students formulate their occupational plans.
19. Prepare a specially annotated series of reading lists on current topics, special holidays, and occupational interests for distribution to community groups.
Encourage English groups to co-operate with the librarian to prepare a suggested Christmas or commencement gift book list for distribution at various school functions when the public comes into the school.
20. Map an itinerary of local spots of historic and literary interest.
Have mechanical drawing and social studies groups collaborate in preparing interesting annotated maps for vacation use to be distributed within the school when parents are present or at local women's clubs.
21. Conduct a community analysis of some basic problem of public interest.
Have the safety education group conduct a traffic survey of the main school routes to indicate areas which need protection and publish the results in the local newspaper.

22. Prepare and duplicate special inserts for outgoing school mail highlighting some special "week" celebration.
Ask the office practice or printing class to prepare a special bulletin on *Education Week*. (See Figure 2 below.)

23. Conduct a parent poll.

Have a social studies group conduct a survey of parental opinion concerning school dance policies, school bus conduct.

24. Develop a portable exhibit on local or national affairs of interest for use in community service clubs, county fairs and libraries.
Encourage an agriculture class to prepare a graphic display on the latest methods of raising poultry.

25. Prepare a radio program to highlight special projects of interest or special celebrations.
Urge the student social committees to prepare a panel discussion script to inaugurate the school's campaign in conjunction with the city-wide drive to promote courtesy.
26. Rotate a department or subject-matter page in the local newspaper.
Ask the home economics department groups, for example, to present their recommendations to women on current fashions.
27. Initiate a community job analysis.
Have the business education department sponsor an analysis of job requirements and opportunities in the community for future placement.
28. Investigate local community history.

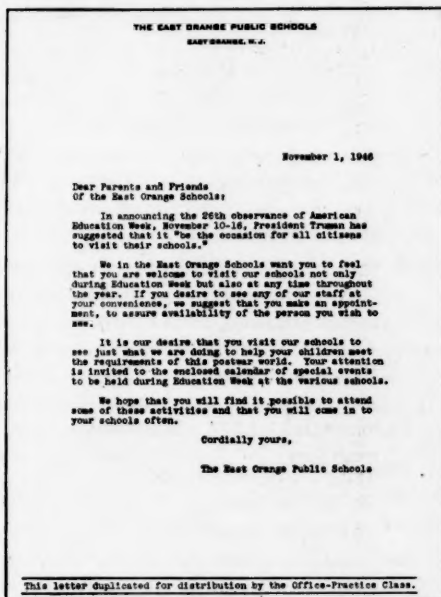


Figure 2. An announcement concerning Education Week

Let some social studies and English groups co-ordinate their efforts to prepare a report of community development to be published or duplicated and bound for use in waiting rooms.

29. Demonstrate new equipment or process at club meetings and fairs. Get an office machines class to conduct a demonstration of new equipment or an agriculture group to give a fertilizer demonstration.
30. Invite parents to sit in on staff meetings scheduled to discuss curricular revisions or budgetary plans for purchasing new equipment. Urge parents to attend an evening meeting of the English department as it undertakes curriculum revision.
31. Select a dignified type for use on all printed school materials. Ask the printing or arts groups to help select some distinguishing type that can be recognized readily as a school *trademark* on all its printed materials such as letterheads, mail inserts and publications.
32. Sponsor a part-time work-experience program. Arrange for students in machine or auto mechanic's groups to get tryout experience in this field and help the prospective employee to make job contacts. Such contacts help the school line up future employment possibilities and give the local businessman some conception of what the school is trying to do to prepare the future worker.
33. Plan a field trip to a local business establishment to build up firsthand experiences and to arouse lay interest in the school. Have a group interested in materials and clothing visit a nearby textile mill or wholesale textile center to help students build their own standard of values on materials and their serviceability.
34. Encourage teachers to prepare articles describing special methods for professional education magazines. Urge the social studies teacher to write up his procedure for teaching about the UN.
35. Set up a speakers bureau of capable teachers and students to participate on panels and to be guest speakers at community service clubs. Invite the physics teacher to lead a discussion group on atomic energy at a local club.
36. Provide adequate material and information for the teacher to be familiar with current school and departmental philosophy. Help teachers build up a positive fund of information enabling them to discuss school problems intelligently and to promote the best interests of their subject matter fields.

PRACTICAL CONSIDERATIONS

In reviewing the three dozen suggestions offered, attention should be arrested to the evidence that there *are* many phases of the usual school pro-

gram that have been overlooked as bearing an interpretative potential. No doubt the possibility of combining several points within the framework of a comprehensive promotional program presents itself. This list has been prepared with that purpose in mind.

Many department heads or supervisors recoil at the sight of such a suggestive list since it implies an added burden to their schedule of duties. But a sensitivity to public relations possibilities in respective subject matter fields is not a one-man job. It is the mutual responsibility of the department or staff involved. Obviously the leader with the greater originality can motivate a more effective program of public information.

Also the leader with vision can discern the wide range of promotional possibilities within the purpose of some larger activity in the customary school program. For example, the detailed school preparation for a vocational conference¹ or departmental acknowledgment of a national celebration as American Education Week² provide profuse occasion to channel public interest on departmental functions or subject matter contributions to student development. If some faculty member is regularly responsible for preparing news releases and making arrangements for other interpretative devices which require additional time and if he is an experienced person, compensation in the form of a lightened teaching load, at least, should be granted.

While consistent effort to secure public consent is both conceivable and cardinal in the regular instructional program, a few notes of caution are necessary. Some might consider simultaneous support of many of these techniques as being too ambitious. Obviously, discretion is required in determining the intensity with which these interpretative means should be in operation. Any program that becomes aggressive enough to become obnoxious to public acceptance would certainly malign the school's reputation. Neither should any device be so inordinately planned that student energies are abused to exploit the whims of some willful administrator.

Regardless of the promotional means utilized, detailed planning is of prime importance to assure that the fullest interpretative effect is secured. Careful organization for the field trip, as an example, should include not only travel details but serious consideration of the educational purpose involved by both the students and the resource center host. Considerate treatment of the public in and out of school pays dividends in public recognition of school achievements.

¹Brinkman, Albert R. "The Annual Vocational Conference," *Journal of Business Education*, XXII: 28-30, December, 1946.

²"Opportunity: American Education Week," *Business Education World*, XXVII: 148-149, November, 1946.

CONCLUSION

If the modern administrator is to accept the challenge that education is a dynamic force in determining social policy, he must seek to enlist public support as a means to convey the school's purpose to its patrons. The varied activities in the fabric of the usual school program offer plentiful opportunity to spur creative leadership that recognizes and endeavors to alter attitudes hitherto lukewarm or antagonistic to the school.

Using the ingredients of the school's instructional program to tempt public invasion of that school should not be feared. As community representatives become acquainted with what the school is attempting to accomplish they, and the students whom they contact, become active couriers who serve to strengthen the school's prestige.

Certainly in a time when education is in favorable light, the profession should utilize that moment to forestall factors inimical to community acceptance of the school. This liability transcends the gentle implication in the local school that interpretative practice should comprise little more than casual newspaper copy and corridor posters to motivate lay interest in the school.

Since our schools today subsist on a reciprocal relationship with the community, they must capitalize on opportunities to strengthen that partnership. As the school's best liaison agent with its public, the students, who are in daily contact with subject matter, can be indispensable in contributing to schooling the public in education's needs and values. It is here in the classroom with the teacher, as the focal interpretative agent sparking the instructional program, that crystallization of co-operative action is necessary to sustain an informed public.

Alumni Relations

WELLINGTON G. FORDYCE

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A GREAT many high schools have at some time or other in their history either sponsored or co-operated with an organization of graduates known as the "alumni." When these organizations have not been sponsored by a member of the high-school faculty they have been little more than social organizations for a small group of former students residing in the community. Their activities have been in the form of a class reunion, picnics, an annual dance at the end of the football season, or some social event of a similar nature. They have not always had a happy outcome because of the diversity of age and interest among those who attended. Younger people enjoy a dance; those a little older find themselves out of place among the younger jitterbugs. When they have been held in a public school building, occasionally the school has been embarrassed because some of its graduates brought liquor. The common bond which drew them together is dissipated by the divergent interests of adult life.

Under proper sponsorship such an organization as the high-school alumni association can be made into a tremendous force to assist in achieving objectives in public relations. The continual reappearance and death of such organizations is evidence of the strong sentimental attachment which people form for their high school. Where the school has clearly developed a philosophy of being friendly with its students and in trying to bend its efforts and resources toward helping them, this bond of sentimentality is even stronger. The wisdom of keeping the friendship and interest of this large body of people within any community is rather obvious. The school is making friends and not operating an assembly line. To have a large body of individuals to call upon for assistance in the promotion of any worth-while program of the school is a strong weapon in influencing public opinion. This sentimental attachment is strong particularly among those to whom high-school graduation is terminal education. Those pupils who end their

formal education with high school—and the number is seventy-five per cent of our graduates—are anxious to maintain, if only on a sentimental basis, a familiar bond with the school in which they completed their formal education.

CONTINUATION OF SCHOOL INTERESTS

Within a few years of graduation, the alumni are voters with the authority to pass upon school requests. When they know and understand these requests, they make a nucleus of interested people that can be rallied to their support. A pupil who steps from the graduation platform into an organization of graduates of the school continues his interest in the school and its program. Many administrators have had the experience of meeting strong objections to any change in the secondary-school program because of a determined group in the community which opposes it because they are without knowledge of the continual change taking place in the secondary school. This step into an alumni organization makes it possible for a faculty and administration to keep the recent graduate informed of the present program and its developments. When this group is ignored, a gap appears, and there is a group of voters in the district who will resist innovations.

EXTENSION OF SCHOOL SERVICE

Developments over the last few decades in the field of guidance have emphasized the contacts of guidance workers with the graduates of high school. This means the extension of vocational guidance as a school service to young men and women who have just left the secondary school. The alumni association affords an opportunity for the extension of school service beyond graduation day. It also represents a select group of people who furnish a source for research in attempting to evaluate the actual results of our secondary-school program. It provides an opportunity for the evaluation of terminal education in our high schools. All evidence of vocational guidance research in this area has indicated a great deal of dissatisfaction with the school curricula. This may serve as a guide for curricular revision. The experience of recent graduates should no longer be ignored. Their criticisms confirm the opinions of curricular specialists that the secondary school has shown the least development in meeting vocational, social, and citizenship requirements of its pupils. Many times, the high-school alumni association and its varied interests can be made the basis for future adult education programs. The tremendous growth of the adult education movement can be traced almost directly to the dissatisfaction of secondary-school graduates with their preparation for living in our society.

WORTHY ALUMNI SERVICE

Among older graduates, an alumni association may form an agency for bringing to bear the influence of these graduates for the benefit of young people now in school. It can take the form of practical aids created and donated by alumni groups. These have taken the form of special awards for achievements in athletics, music, debate, and scholarship. The alumni organization of the Highland Park, Michigan, High School contacted their fellow graduates during the war, and from this solicitation the high school received a magnificent memorial in the form of an organ for the school. Contributors included boys and girls in the armed forces and came from all over the world. West High School of Columbus, Ohio, is indebted to its alumni for the sponsorship of the debate team. Its expenses are underwritten by the alumni organization. Central High School of Euclid, Ohio, enjoys a continuous award from its alumni. The outstanding athlete of the year receives a medal, and his name appears on a permanent plaque in the school. Qualifications include scholarship, leadership, participation in at least two sports, and good sportsmanship. The choice is made by a joint committee of faculty and alumni. The value of such contributions from out-of-school groups to the secondary school is often underestimated. In the last twenty years, the colleges have increased their scholarship grants. The trend in college grants is to select the most outstanding students for such awards. Every secondary-school teacher knows that there are youngsters who could profit from a college experience if they were able to finance it. They are not outstanding students but stable individuals who would make an increasing contribution to citizenship within a community and who would be capable of providing a great deal of the leadership which is needed on the community level, if they had the opportunity for a college experience. Alumni could make available opportunities for this considerable group of high-school graduates.

AN ALUMNI ASSOCIATION IS ORGANIZED

The writer contacted approximately fifty representative high schools in Ohio, Michigan, and Indiana for information as to alumni organizations. Few of them sponsored such organizations. Where they existed their activity was in the form of reunions, dances, and other social activities. One high school sponsored a strong alumni association. Central High School of Euclid, Ohio, has had the support of the present organization for ten years. A meeting was called for the purpose of organizing, officers were chosen, and the group undertook to raise some funds by means of dances and simi-

lar social affairs. The teachers sponsoring it found that it was difficult to provide programs which would attract large groups. The officers chose an executive committee which functioned effectively. This group planned the social affairs, sponsored the athletic award previously mentioned, encouraged younger alumni to represent them in athletic contests with the high-school varsity teams, and were in close touch with the members of the faculty on many school affairs. The executive committee and faculty representative sponsored a mimeographed paper called *Alumnews*. Issued two or three times a year, it is sent to all graduates of the school. *Alumnews* contained summary stories of the school's successes in athletics, music scholarship, and as much information as could be collected about individual graduates. During the war it was full of items on the military assignments of graduates, their promotions, their decorations, and the war service of the school. Letters from the people who received it demonstrated its value as an instrument in promoting public good will. Parents asked for it to send to their sons in the service. The paper is still being issued in peacetime. The organization described here stimulates one's imagination as to how it might be expanded for school and community service.

THE SCHOOL AND ITS ALUMNI

There is evidence that, if given the proper encouragement, such an organization can be developed within a community as a valuable asset in public relations. It can be used as an advisory council not only for the schools but for many community projects. As such it is much more powerful than any of the minor pressure groups which prey upon principals and superintendents. Many committees have strong pressure groups for athletics, music, and other school activities. An all-community unit interested in the total welfare of the schools, forces these sometimes vociferous pressure groups into their proper position in the community. Thus the alumni association can be made an agency for the support of the entire school system. Because of the varied age of the membership it is a cross section of the community interested in the programs of the schools. In return, the school has an obligation to the community. If the school sponsors such a group, it must base its philosophy in the idea of service to the people in the community. Where the philosophy of faculty and administration is based upon the interest in the needs of youth and upon a firm belief in the constructive contribution to be made by its graduates in the community, the school sponsored alumni association can be depended upon to promote the program which will assist in implementing this philosophy. A dynamic organization of high-school

graduates may be made a powerful instrument for the welfare of the school. It may be a permanent instrument in a long-range public relations program. Administrators would do well to recognize its potentialities for these purposes.

SUMMARY

A survey of the status of high-school alumni organizations shows that they are limited in their activities and contributions. Most high-school alumni groups confine their activities to social affairs held at long intervals. A few of these organizations have presented gifts of special equipment to their high schools. A few more have sponsored awards for athletics, debate, and scholarship. Apparently high-school principals have not been too enthusiastic about such organizations. At least the lack of school leadership is noticeable. The graduate group is a source of information upon the effectiveness of curricula, guidance, and extracurricular activities. High-school principals have not taken advantage of it.

The alumni association can be made effective as an instrument for building good will toward the high school. The interest of the high-school faculty is an essential. For busy people there must be interesting goals to achieve. Some of these goals are: the sponsorship of awards for outstanding achievements of high-school students and organizations, providing special equipment and materials for the schools which are outside the resources of a board of education to supply, and sponsorship of a publication which will keep the group informed of the school program and of achievements of former classmates.

The Parent-Teacher Association

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MODERN education is a co-operative enterprise. The schools cannot stand alone. They cannot do their work effectively without the support and information which parents can furnish. The parent-teacher association furnishes the channel through which the co-operation of the school, home, and community may be secured. It is through this institution that the school may interpret its philosophy, procedures, course of study, guidance problems, and postwar adjustment problems to its patrons and the public.

Many phases of the educational system need interpretation to the parents today. The program of the elementary school is still unfamiliar to many people. The junior high school is an innovation except to the youngest parents. Very few people realize the new problems of educational and vocational adjustment which face the senior high school as a result of World War II. The school and the home must be brought together in full and intelligent understanding of the problems and principles of modern education in their application to the life of youth.

The following discussion will attempt to show the place and importance of the parent-teacher association in bringing the home and school together. A brief history of the parent-teacher association movement will be given which will be followed by a treatment of the administration of a parent-teacher association. The remainder of the article will treat of the association's programs, projects, and activities and the effectiveness of an association.

BRIEF HISTORY OF THE PARENT-TEACHER MOVEMENT

According to Holbeck¹ the beginning of the parent-teacher movement as it is known today seems to date back to 1855. This date is contempora-

¹Holbeck, Elmer S. *An Analysis of the Activities and Potentialities for Achievement of the Parent-Teacher Associations with Recommendations*, Teachers College Contribution to Education, No. 601. New York: Columbia University, 1934. P. 3.

neous with the inception of the kindergarten and grew out of the interest of mothers and teachers, who felt good results would emerge from joint work. Many organizations came into existence as a result of the activities of the early leaders. Parents' Leagues, Mothers' Unions, Pre-School Clinics, and Reading Circles were found in a number of schools. These organizations in many cases developed without clear-cut objectives and often with no definite relation to each other.

The origin of the National Congress of Parents and Teachers can be traced back to the vision of a leader interested in the care and training of children. In 1896, Mrs. Alice McLillan Birney suggested that a "Congress of Mothers" be formed to discuss the need for fuller opportunities for child development. Under her leadership and the generous financial assistance of Mrs. Phoebe A. Hearst, a National Congress of Mothers was formed on February 17, 1897, with Mrs. Birney as its first president. Not only mothers were interested, but, as the years progressed, fathers began to attend meetings and take part in the association's programs and activities. As a result, the name of the association was changed several times so as to have an appeal to a greater number of individuals. In 1924 it became the National Congress of Parents and Teachers, the name by which it is known today.

The movement spread and the National Congress experienced a phenomenal growth. In 1900 there were only seven state organizations affiliated with the National Congress. Today, in addition to an organization in every state, there are branches in the District of Columbia and Hawaii. According to the reports of the national office in 1947, there are 28,000 units affiliated with the National Congress with a membership of 4,486,855. The majority of the units are found in the elementary school. Of the 28,000 units, only 4,800 have the parents and teachers of high-school pupils as members; the remaining 23,200 units are made up of parents and teachers of children in the elementary school. It is obvious that a former president of the Pennsylvania Congress of Parents and Teachers is just when she says that "The high-school organization is the weakest link in the parent-teacher movement." The states of California, Texas, and Illinois have the greatest numbers of units in the junior or senior high schools. California has 166 units, while Texas and Illinois have 106 and 103 units, respectively.

ADMINISTRATION OF A PARENT-TEACHER ASSOCIATION

A parent-teacher association is an organization of the parents of children in a particular school or schools in a district and teachers, supervisors, school

administrators, board members, and interested persons of the district. Officers usually consist of a president, vice-president, secretary, and treasurer. These officers together with elected or appointed committees carry on the work of the association.

The typical association in Pennsylvania⁹ carries on its work through the usual elected officers along with committees on membership, programs, publicity, and hospitality. It also has committees at work in the fields of music, health education, and parent education. Its objectives are to promote better co-operation between the home and the school and to facilitate better acquaintance among the teachers and parents. Its programs are prepared early in the year and are determined by a study of the community's educational needs and by suggestions received from material secured from the office of the National Congress of Parents and Teachers or the Pennsylvania Congress of Parents and Teachers. As a result of the work of the association, parents become interested in the work of the school and teachers become friendly towards the parents. The school principal and members of the school faculty co-operate in its programs and activities; faculty members do not dominate the affairs of the association, however.

Teachers and school administrators take varying roles in various parent-teacher associations in Pennsylvania. In the John Harris Parent-Teacher Association of Harrisburg³, the teachers take a part equal to that of the parents in the association's programs and activities. The principal and three teachers serve on the executive committee of the Keith Junior High School Parent-Teacher Association in Altoona.⁴ One of the teachers serves as second vice-president. The auditorium teacher serves on the program committee and the nurse is a member of the welfare committee.

The teachers of Wilson Junior High School of Erie,⁵ Pennsylvania, take an active part in all the parent-teacher association activities. About ninety-five per cent of the teachers attend the regular meetings, even though attendance is optional. Nine of them serve on the executive board. Teachers help to prepare those portions of their programs in which students participate. They also take part in programs, participating in discussion, panels, symposiums, etc. During the year 1947, the president was a member of the

⁹Burgard, Earl H. "Characteristics of Principal Officers of Parent-Teacher Associations of Pennsylvania in Relation to the Effectiveness of the Associations." *Ph.D. Thesis*, p. 166. University of Pittsburgh, 1940.

³Data from Horace G. Geisel, Principal, October, 1947.

⁴Data from C. E. Whipple, Assistant Superintendent of Schools, Warren, Pa., formerly Principal of Keith Junior High School, Altoona, Pa. October, 1947.

⁵Data from A. J. Nicely, Principal, Wilson Junior High School, Erie, Pa. October, 1947.

faculty who resides in the school district from which Wilson draws its students.

Members of the school faculty should not serve, as a rule, in the most responsible offices of a parent-teacher association. They should hold subordinate offices such as those of secretary or treasurer or serve on committees which give them an opportunity to aid in directing the policies of an association. In most schools, the principal is in a strategic position as far as the parent-teacher association is concerned. He should guide the parents in the planning of programs, in setting objectives, and in determining their projects and activities. The school leadership should be so sympathetic that parents will be inspired to make some contribution to the welfare of the child. Such leadership will result in a better understanding between the parents and the school.

PROGRAMS

An important element in determining the effectiveness of a parent-teacher association is the type of program that it presents. Good programs result in a number of desirable results such as the promotion of the well-being of the child, friendly relations between school and home, and a better support of education by the general public.

A general plan of the year's work must be formulated before programs for individual meetings can be made. A plan comes before action, just as the drawing of a house or building comes before the actual construction gets under way. The plan for the association should be related to the general purposes of education as well as to the needs and interests of the particular school community. The programs should be related to the year's plan and objectives. The topics selected for speakers to discuss as well as those for symposiums and panels should be related to the year's plan. In the Pennsylvania study⁶ it was found that a large majority of the associations have their programs related to the year's objectives. Likewise three of every five associations prepare their programs early in the year.

The most successful associations provide well-balanced programs, including lectures, demonstrations, motion pictures, *etc.*, centered around a general topic or theme. Every feature of the program is of general interest and value to parents. The Mount Lebanon Senior High School Association, for instance, selected "Keys" as the theme for their 1947-48 programs.⁷ They arranged the following programs:

⁶Burgard, Earl H. *Op cit.*, p. 37.

⁷Data from Ross Gill, Assistant Superintendent of the Mt. Lebanon (Pa.) Schools. October, 1947.

SEPTEMBER	<i>The First Key</i>	Tenth-grade Parents Luncheon
OCTOBER	<i>Without a Key</i>	Open House
NOVEMBER	<i>The Key to the Future</i>	Career Night
DECEMBER	<i>The Sacred Key</i>	Christmas Program
JANUARY	<i>Which Key?</i>	Twelfth-grade Parents Luncheon
FEBRUARY	<i>The Universal Key</i>	Foreign Language Teachers
MARCH	<i>The Artistic Key</i>	Art Teacher
APRIL	<i>The Final Key</i>	Election and Installation of Officers

Ross Gill, Assistant Superintendent of the Mount Lebanon Schools, states that the teachers play a very important role in the year's programs:

At the September meeting, teachers spoke to the tenth-grade mothers and explained and interpreted schedules, college entrance, guidance service, and activities. The October meeting was one in which teachers were in their rooms all evening without students. Parents met and discussed their problems with each of the teachers who taught their child. The November meeting had Mt. Lebanon High School graduates who have been successful in varying fields of endeavor come to the high school and discuss with interested parents and students the training requirements and opportunities offered by the many fields. The program and plans for the events were entirely arranged by the principal, the assistant principal, and the guidance counselor. The December meeting was a Christmas entertainment produced and presented by the teachers and students of the high school. In January, parents of seniors were invited to hear college-entrance problems explained by members of the faculty. In February those parents interested in the language department had an opportunity to hear one teacher of each language discuss her subject. Mr. Shaner who is scheduled for the March meeting is our Arts and Crafts teacher in the high school.

The association of the Keith Junior High School of Altoona provides for three meetings a year. An interesting program of about an hour is planned. Meetings are held at times shortly after report cards are sent home, and are planned so that parents can meet the teachers individually within the school.

Many interesting themes and topics can be found for programs if a study is made of the interests and needs of the community. The aim in selecting either themes for the year or topics for specific meetings should be to make them interesting and of value to parents. Programs developed around the following topics should prove to be of interest to parents of children in the secondary school:

1. The Teen-age Child
2. Juvenile Delinquency
3. Orientation and Adjustment in a Junior High School
4. Guidance Problems in a Junior High School
5. How Parents Can Help the School
6. Effects of the War on the High-School Boy or Girl
7. Boy and Girl Relationships
8. Planning for College

PROJECTS AND ACTIVITIES

The projects or activities of a parent-teacher association are the tangible took an active part in securing passage by the Pennsylvania General Assembly of the Teacher Salary Bill in the spring of 1947. The chief activities are the undertakings of an association and are an important part of the year's program. The activities and projects show the fields of endeavor in which the association expended its energies. Holbeck⁸ studied the activities as ranked and correlated by 100 parent-teacher association presidents and 100 school administrators. He found eleven activities occurring most frequently. They are in the order of their importance as evaluated by the parent-teacher association presidents: study groups, programs of parent education, study of child psychology, study of school work and methods, community projects, demonstration of school problems, publicity, solving of certain school problems, social intercourse, entertainments, and making gifts to the school. The Pennsylvania study⁹ revealed that the five most important fields of activity in which the associations had programs or committees at work were Founders Day activities, music, health, parent education and motion pictures, and other forms of visual education.

Butterworth,¹⁰ in one of the early studies on parent-teacher associations found that raising money for specific needs within or without the school was one of the activities most frequently listed by the associations he studied. In fact, it accounted for over fifty per cent of the activities listed. In the Pennsylvania study¹¹, the buying of school equipment and supplies was the most frequent purpose for which funds were raised. This is significant, for Holbeck¹² found that the 100 school administrators and 100 parent-teacher association presidents relegated the purchase of equipment and supplies for the school to a very low place.

In the Pennsylvania study¹³, the author felt in many cases that the supplies and equipment bought by the associations should have been purchased by the board of education. In most cases the parent-teacher association should not attempt to provide the funds to meet the need, but should direct its energies toward securing public recognition of the need.

Parent education, health work, welfare in the community, legislation,

⁸Holbeck, Elmer S. *Op. cit.*, p. 52.

⁹Burgard, Earl H. *Op. cit.*, p. 40.

¹⁰Butterworth, Julian E. *The Parent-Teacher Association and its Work*. New York: Macmillan, 1929. Chapter II.

¹¹Burgard, Earl H. *Op. cit.*, p. 44.

¹²Holbeck, Elmer S. *Op. cit.*, p. 52.

¹³Burgard, Earl H. *Op. cit.*, p. 46.

juvenile protection, and recreation are among the activities of the association of the Wilson Junior High School of Erie, Pennsylvania. This association took an active part in securing passage by the Pennsylvania General Assembly of the Teacher Salary Bill in the spring of 1947. The chief activities of the John Harris High School Association of Harrisburg are devoted to helping the school where help is needed, providing graduation prizes, and assisting in the problems of guidance. The chief activities of the Mount Lebanon Association are:

1. Co-operating with the Board of Education in planning and carrying out a program of summer recreation.
2. Arranging for bringing to Mt. Lebanon a series of junior programs of the May Beegle (music) type for school students.
3. Providing a \$150 scholarship for a high-school student entering college.

EFFECTIVENESS OF A PARENT-TEACHER ASSOCIATION

It is generally agreed that, of the various organizations of a community, the parent-teacher association is the most valuable ally of the schools. Its purpose is to bring the school, the home, and the community so close together that the interest of the child may be better advanced. The resultant appeal to both parents and teachers has been largely responsible for the growth of the parent-teacher association movement in recent years.

Mrs. A. J. Nicely,¹⁴ President of the Pennsylvania Congress of Parents and Teachers, believing that the parent-teacher association has great value in a public relations program, states:

The well-informed parent-teacher association is the finest medium of public relations available to any schoolman. Parent-teacher members can and do spread throughout the community a knowledge of school philosophy, curricula, personnel, plant, and problems. It is able to preach the gospel that education is expensive, that it is the job of the community to finance education, and that the community gets exactly the type of education for which it is willing to pay.

Legislative activities are concerned with the main object of all parent-teacher activities, child welfare. Any legislation, national or state or community, which pertains to children is our concern. Last year (1947) the 202,500 members of the Pennsylvania Congress played a very great part in influencing the State Assemblymen, the State Senators, and the Governor in acting favorably on Teacher Salary Legislation.

Ross Gill of Mount Lebanon feels that the Parent-Teacher Association in his school is quite an asset to schools. He says:

The parent-teacher associations provide a splendid medium through which school personnel may interpret the school program to the public of the community. Our Parent-Teacher Associations have been most co-operative with the schools and are

¹⁴Data from Mrs. A. J. Nicely, President of the Pennsylvania Congress of Parents and Teachers, October, 1947.

called upon many times to assist in carrying on school programs. We feel free to ask their co-operation in any school enterprise and have been able upon many occasions to get their support for new ideas which we plan to incorporate into the school program. Members of the association seem pleased when we call upon them to assist in the work of the schools.

A. J. Nicely, principal of the Wilson Junior High School of Erie, Pennsylvania, takes a similar position with reference to the effectiveness of his parent-teacher association:

The greatest points of strength in our association are its fine public relations value and its outstanding contribution to parent education. Our annual *Know Your School Night* is sponsored by the parent-teacher association. This attracts some 700 to 800 parents who would probably never become acquainted with the school program.

Both school administrators and lay readers attest to the fact that the parent-teacher association may be a real asset in carrying out a home-school-community-relation program. The groups are brought together within the school environment where there is opportunity to work together for the common good of the child. A parent-teacher association, wisely directed, is a powerful influence in a community because it has avenues of contact which are not available to other organizations. The outstanding characteristic of such an organization is that it has both superior professional and lay leadership skillfully organized in terms of worthy objectives.

In evaluating a parent-teacher association, it may be well to ask the questions proposed by Yeager¹⁵ in his treatment of the association:

In the last analysis the "proof of the pudding is in the eating." One may well inquire, what has the association done for the educational and social welfare of childhood in the community? Are the results in keeping with the educational objectives sought? Is the leadership co-operative and sympathetic? Do the parents have a feeling of belonging? Is educational growth apparent on the part of parents, teachers, school officials, boards of education, and community patrons? Are the programs informative, inspiring, related, and helpful in furthering the cause of childhood? Do the meetings bring about a closer feeling of "oneness" in purpose between parents and the school? The answers to these inquiries will soon determine, for all those associated with parent-teacher associations, a positive or negative evaluation.

CONCLUSIONS

There is an urgent need today for parent-teacher associations in the schools. The school program and activities need to be interpreted to the parents. While the parent-teacher movement started shortly after the middle of the nineteenth century, it was not until the end of the century that it was organized on a national basis. The National Congress of Parents and

¹⁵Yeager, William A. *Home-School-Community Relations*. Pittsburgh, Pa.: University of Pittsburgh. 1939. P. 366.

Teachers was organized in 1897 with only seven affiliated state organizations. Since that date it has had a phenomenal growth until in 1947 it had 28,000 affiliated units with a membership of 4,486,855. The parent-teacher association is primarily an organization of parents, teachers, and interested persons of a particular school community. It functions through a number of officials and committees. The school personnel should serve in offices where they may aid in directing the policies, activities, and programs of the association. They should not dominate the association's activities and policies.

Good programs result in the promotion of the well being of the child, friendly relations between the school and home, and a better support of education by the general public. The programs should be prepared early in the year and should be related to the year's plan and objectives. They should be centered around a theme, slogan, or topic. The projects and activities are the tangible undertakings of an association. They show the fields of endeavor into which an association is directing its energies. The activities should be related to the year's objectives and the needs and interests of the community. The association should not use its energies to raise funds to purchase equipment and supplies for the school, but rather to secure the public recognition of the need.

The parent-teacher association is almost generally regarded as a valuable ally of the schools. An association that is to do its work effectively and produce its best results must have superior professional and lay leadership. The professional staff must aid in guiding the program and activities, but must not dominate the association. The lay leaders must be willing to receive the suggestions of the professional staff so that all may co-operate in providing interesting programs and carrying on activities which will be of value to the school. In the final analysis, the effectiveness of a parent-teacher association's programs, activities, and projects will be determined by the results that are accomplished for the welfare of the child.

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Making Parents Partners in Education

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THE purpose of this article is an attempt to evaluate some of the strengths and weaknesses of the steps we, as school administrators, have taken in bringing parents into our public relations program. An attempt will be made to evaluate what has been done in the past and suggest guideposts that may be helpful as an attempt to move forward in thinking with the general public in regard to American education.

LOOKING BACKWARD

Across the nation stretch vast cemeteries of educational programs, programs that have died for lack of proper interpretation to American communities. Through sheer stupidity, and often a false sense of academic nicety, we school administrators of the nation have destroyed many needed educational advances and destroyed them by our own shortsightedness. Perhaps it has been our university training; perhaps it is due to the fancy titles we obtain in our profession. Whatever the reason, much of the so-called information we have given the American public has been presented in such a way that it has either been unintelligible to those not acquainted with our professional jargon, or so presented as to antagonize rather than gain the support of the people in our communities.

It is time for those of us concerned with the advancement of newer educational thinking to revise our thinking about what is helpful and workable in interpreting education to the community. A proper program of public relations should be possible today, if we can get at some of the basics.

FAITH IN COMMON PEOPLE

No program for the advancement of education can succeed unless it rests on the solid foundation of community understanding of the program. Within any community, the group most willing and able to help the schools is the parents of the children. If this group of people, active and passive,

does not understand what the schools are doing, then we have failed at the beginning, because this is the major group that can give us help. Parents want better schools for children. Generally speaking, today's father and mother are not satisfied unless their children can enjoy educational opportunities which they, the parents, were denied. What does this mean in terms of the program we will follow in interpreting the schools? If we will use the same psychology we use in work with children, we will at least be off to a good start. Children, we have long since learned, identify themselves best when they are participating actively. Parents in any community will be ready and willing to support the activities of the school if they feel they have an active part, even if in only a small way. All parents, who have obtained a sense of identification, can become active and intelligent interpreters of a modern program of education. If they are kept out of the activity; if they are rejected when they attempt to offer help; the positive sense of support will be turned into negative resentment, and the greatest source of support for what we are trying to do may be lost. An evaluation of most of what passes today for public relations will show that it is a high-powered program planned and executed by professional educators, people who, tragically enough, in most cases are less capable than are many laymen within the community itself.

GETTING THE PULSE OF THE COMMUNITY

Perhaps it could be said that a schoolman, when faced with public relations problems, fails miserably to appraise the realities of his situation. In almost any other field where interpretation is to be undertaken, the first step is getting the pulse of the present thinking of the people who are to be affected. Most school people, in undertaking a building program, a curriculum revision program, a new fiscal policy, or an extension of the school program, start a program of interpretation which bears no relation to the present thinking of the community. Too often, what we do is negative in the sense that it starts with the assumption that the people, as a matter of course, are opposed to advances in education. There exist today simple and readily applied techniques for finding out what the thinking is in the various segments of the communities we serve. There are simple methods by which we can find the "problem areas" relating to any activity we undertake. Why not, then, start our programs by making a thorough attempt to find out what the thinking of the various parts of our community is at the present time and building the various steps of presentation from here on. Here again, our backlog of support, the parent, can be of great service

to those in school administration by helping to feel out this community sentiment and having opportunity to speak for areas of the community he may know well.

A PROGRAM OF ACTION

Fundamentally, any people, faced with the problem of making a decision in regard to policy, want to know what is proposed, why it is desirable, when it will be done, and in most cases, what it will cost them. If we will start any of our programs of action by answering simply and directly these questions, we will be assured, at the start, that our program is at least understood by the people we are trying to reach.

One of the things we need most to realize, as we go into any of these programs of action, is that what we are undertaking is not a program to help ourselves as teachers or as a profession, but rather a program that will make more rich or meaningful the education of the youngsters in the community. Isn't it simple then to follow this with the idea that we can join hand in hand with the parents in our community in working together for this goal? Fear that parents will misunderstand or fear that parents will oppose us is a residue of the timid thinking we did in depression days. Certainly today we can start by knowing that the people are for us.

Let's take this approach; let's try to state our problem as simply as possible, and then say to the community, our parents, "How can we, together, solve this problem?" How can those of us really concerned about children work out a program to gain the support of those in our community who do not have a direct stake in the schools? What can we do to help all the community realize our needs? What part can each of us play in getting our goals accomplished?

This will mean a big change for many of us in the profession of school administration. We will have to translate our professional jargon into simple words that laymen can understand. We will have to step out of the limelight ourselves and allow community lay-leaders to take immediate direction of the programs of action. We will have to learn to adapt modern techniques of publicity to the problems we have. We will find—and it will be good for us—that the lay-leaders in our communities have talents along these lines far surpassing those possessed by us administrators who have learned to say things in the most ponderous manner possible. Finally, we will have to have faith that common people everywhere, given a chance, will understand education and will understand that change is important. Certainly the evidences of the past year indicate that radio, press, and most

of the major channels of communication are willing to help us in the terrific job we have in adapting education to the needs of our complex and frightened civilization. The job calls for partnership with all the thinking people of the community. It doesn't need an "educational man on horse back."

SUMMARY AND CONCLUSION

The past history of educational public relations has been one of timidity and fear, starting usually with the assumption that the public would be opposed to educational advance. We have learned, through the last few years of educational activity, that support will be forthcoming if we will take into our confidence those people in our community who are concerned about good education. We have learned, too, that we must apply the same key to their active support that we use in education with children. This key is developing a sense of belonging and securing active participation in the programs we undertake. Certainly no educational program will be any stronger than the basic understandings which the community has about the school and its activities. These understandings and activities can be extended only as parents become partners in the school.

Resolving Pressures and Conflicts

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THE public secondary school is very much before the general public for many reasons. It requires for its support an appreciable part of the tax dollar. It is reported almost daily in local newspapers because of its numerous activities, human interests, and diversified personnel. Further, each student makes a report to his parents and friends each mealtime and whenever he associates with another person. Children and their welfare being a major concern of the typical parent, it is natural that the school program and its operation should be of concern to the parent.

From another point of view the public secondary school seems a natural institution in which to promote the interests and viewpoints of individuals and groups of persons who believe they represent sections of society whose ideals and interests merit promotion. It is also recognized that a certain way to reach into many homes in a community is by creating interest and participation in educational projects of pupils in secondary schools. The recent and continuing government sale of war bonds and stamps through the schools is partly for the purpose of reaching and stimulating to action the parents and acquaintances of the pupils.

This article is concerned with some of the types of *external pressures* applied to secondary schools and with some of the kinds of *community conflicts* which may result from unresolved pressures. Suggestions of techniques and procedures for resolving these external pressures and community conflicts are included. Community conflicts are primarily the oaks grown from the acorns of external pressures. If the acorn is neglected, an unwanted oak may develop. If the acorn is nurtured, the oak is almost certain to develop. A sure method of nurturing the hardy *acorn* is to give it little or no attention.

TYPES OF EXTERNAL PRESSURES

Outside pressures are exerted on the public secondary schools for a multitude of reasons. A complete listing of such pressures would probably run well

into three figures. Consideration of the more common ones gives a sizeable list! Among these are:

1. Contests of All Sorts

Music, athletics, speech, dramatics, essays of all types, scholarships, outstanding boy and girl, most healthy boy and girl, *etc.*

2. Assistance for Programs

School music groups for service clubs, women's clubs, church groups, community programs, state and national holidays, Christmas parades, chamber of commerce projects; speech and dramatics assistances for pageants, church suppers, and other groups named above; physical facilities such as gymnasiums, sports fields, auditoriums, public address systems, projectors, screens, choirs, flags, and even uniforms on occasions.

3. Audiences for Programs

Visiting speakers of local groups, aid to local organizations in promoting good attendance at functions, financial aid to local individuals and groups, means of advertising some future program, guarantee of successful radio audiences, *etc.*

4. Aid for Work-Projects

Art assistance in making posters for advertising of safety programs and fire prevention programs, *etc.*; apple pickers and berry pickers; clean-up drives; wildlife conservation and general conservation work; collections of old clothes, food, books, *etc.*

5. Aid to Membership Drives

Boy Scout drives, Girl Scout drives, Young Women's Christian Association and Young Men's Christian Association drives, Youth Forums, Civic Music and Civic Players, Church sports groups, *etc.*

6. Promotion of Numerous Sales Schemes

Magazine subscription sales, novelty sales—washing powders, dish cloths, yarn, anti-freeze, cookbooks, *etc.*—Christmas trade stimulation, travel excursions—by rail, bus, ship and air—correspondence school services, books of knowledge, *etc.*

7. Aid to Money-Raising Projects

Red Cross drives, Community Chest drives, special occasions drives, Thanksgiving baskets, Christmas baskets, toy collections, PTA assistance, sale of Christmas seals, sale of conservation seals, *etc.*

Other kinds of pressures are also exerted on the public secondary schools. They are generally presented as instructional aids—worthy contributions to

the regular school program. Many of them *are real contributions* to the school program. The more common ones might well be classified under the following headings:

1. Worthy Home Membership Instruction

Cooking and sewing by household appliance organizations, insurance purchasing by the local insurance underwriters association, driver training by some particular car sales organization, *etc.*

2. Citizenship Training Programs

Occasionally, indirectly sponsored by some far-sighted political interests, or by women's club organizations such as League of Women Voters, American Association of University Women, or some one of the veterans organizations.

3. Religious Instruction Programs

Released time from school day may be sought; religious instruction in school building may be desired, and it is not unusual for a religious group to ask that co-operative pressure be exerted by public school authorities to aid the success of some program.

4. Character Building Programs

Programs vary greatly and many organizations try to produce a program to build good character in those who participate, also such claims are sometimes made by music instrument sales organizations, local enlistment agencies, persons interested in the development of livestock, and persons interested in developing hobbies and supplying the necessary equipment to pursue the hobby.

Pressures are also exerted on the public secondary schools to bring about changes in school policies or to create new policies. The more common types of policy changes sought are illustrated by the following examples:

1. Operational Procedure

School hours may become of great importance if some individuals in the community wish a shorter school day in order to facilitate part-time employment. It is not uncommon for chambers of commerce to bring pressure on the schools to have an early Christmas vacation or to go to a single morning session two weeks before Christmas. Other individuals may wish the school to buy materials and supplies locally regardless of price or quality considerations.

2. Instructional Program

Vocational training programs in high school generally attract the attention of organized labor groups. They may wish to determine not

only what shall be taught but also how many pupils are to be enrolled in any particular vocational course. Other groups may become concerned about the expenditures for music, art, and things other than reading, writing, and arithmetic, while still other groups may seek enlargement of the school program and less formalization of the school day.

3. Personnel Problems

Pressures which develop around school personalities are not uncommon; *i.e.*, poor athletic seasons are apt to be followed by considerable pressures for change in coaching personnel; principals who are too academic or too progressive may become aware of community reactions, and superintendents always seem to be under pressure of one kind or another.

It is apparent from the above listings that some kinds of external pressures possess considerable merit. It is incorrect to presume that any and all suggestions and pressures are to be discounted, avoided, or opposed.

No *rule-of-thumb* exists for evaluation. Evaluation is a function of the judgment of the individual or individuals upon whom such responsibility rests. It may be proper for high-school pupils to participate in sales experiences, entertain others, assist with many community projects, and assume responsibility for the welfare of others. Evaluation of the worth of the above activities may be largely a matter of evaluation of *method* and *degree* of participation.

School faculties must also keep in mind that youth are not sent to school to be exploited in any manner by any individuals or interests. All school experiences should be of a constructive type. All activities should contribute to the growth and development of the child, mentally, emotionally, and physically. Trouble develops when opinions differ considerably as to what experiences should or should not be provided the child.

TYPES OF COMMUNITY CONFLICTS

Community conflicts affecting the public schools are basically *unresolved external pressures*. They differ from external pressures primarily in degree of severity and with respect to the relative numbers of people interested in the outcome. Any unresolved external pressure possesses the potentiality of becoming a community conflict. Sources of community conflicts are as numerous as are sources of pressures. Community conflict situations radiate considerable emotional reactions; *i.e.*, great inaccuracy of understanding, considerable incomprehension of issues involved, "face-saving" reactions, and lessened desire for a completely intelligent solution of the conflict. Community conflicts

are the oaks grown from the acorns. To clear away undesired oaks requires much work, planning, and foresight if unwanted scars are also to be removed and not become a source of constant irritation to the public.

The most common types of community conflicts which may involve a public school may be classified as follows:

1. Disagreements with Respect to Basic Policies

Illustrations of the above include differences of opinion with respect to type and extent of program, means and amount of support needed to finance program, uniformity or lack of uniformity of program, presence or absence of religious instruction or released time for such instruction, purchasing procedures, maintenance of school properties, building programs, salary schedules, staff promotional policy, methods of reporting to parents, use of school properties by nonschool interests, *etc.*

2. Loss of Confidence in Administration Procedures

Illustrations of this type of conflict would include observable errors in judgments—improper location of school buildings, incorrect time scheduling of major decisions, *etc.*—suppression of correct information and creation of false concepts, inconsistencies in attitudes and judgments, observable domination of administration by vested interests, lack of a sufficient plan and expression of such, demonstrated indecision of execution of procedures, *etc.*

3. Undesirable Personnel Relationships

Illustrations of this type of community conflict include arrogant and autocratic attitudes toward individuals and general citizenry, possession of rigid and unbending attitudes and convictions, suspicion of dependability of character, observable selfishness and possessiveness, extremes in expression of emotional pattern, *etc.*

Any of the above-listed conditions—and many others—may precipitate a community conflict around a school. Even though the original disturbance is most remotely related to the school program, improper attitudes and reactions of the school as an institution can bring the conflict to the doorstep of the school.

SOME POSSIBLE TECHNIQUES FOR RESOLVING EXTERNAL PRESSURES AND
COMMUNITY CONFLICTS

Although the types of external pressures exerted on the public secondary school and the community conflicts which may result are many and varied, the procedures and techniques for resolving them are comparatively few and

simple. It should be understood that resolving pressure problems does not necessarily mean the acceptance or the rejection of pressures or even the avoidance of such experiences. Nor does the resolving of community conflicts mean the acceptance or the rejection of any and all proposed ideas and programs offered to the public secondary schools. Some of the possible techniques believed to apply generally to the resolution of most types of external pressures and community conflicts follow:

1. Channels should be established and personnel provided to receive, courteously and in good faith, ideas and suggestions from any source. Frequently an individual or a committee merely wishes to discuss sincerely an idea or a proposed program. Knowledge that a friendly, sincere listener is available and that the idea or program will be given due and honest consideration removes any essence of unpleasantness and makes more acceptable a rejection if such a rejection becomes necessary. All too often such petitioning individuals or committees receive curt and impatient consideration. Persons charged with handling such matters should never permit the press of other duties to create such an unfavorable reaction. Ideas should be received—and, if necessary, rejected—with a slow, even tempo and certainly without curtness, disdain, or emotion.
2. A permanent committee of the faculty and a similar committee of students should be created whose responsibility should be to meet on call either separately or together and to give due consideration to any ideas or programs proposed which seek such attention. The committees must be *established and functioning before* a specific need arises if they are to be accepted in the way in which they should be accepted. They must function as a part of the *usual and normal procedure* of the school and not be set up quickly as a way out of a new problem.
3. An *appeal board*, made up of parents, faculty, and pupils, should be set up to resolve the more difficult problems and those which seem not to have been agreeably resolved by a previous committee. Every effort should be expended to secure the services of individuals who truly represent different points of view and whose opinions are held in high respect by the community in general. This committee must also be set up and in operation *before* the issue arises. The work of the committee must be established as the *usual and normal procedure* of the school.

4. Carefully written records of all deliberations of such permanent committees should be kept and available for reference. If rejection of an idea or program is necessary, it will be much more readily accepted if immediate and tangible proof can be given that consideration has already been given to a similar matter and that policy determined the acceptance or rejection. Such procedure makes much less personal, matters about which there may be considerable difference of opinion.
5. The careful establishment of policies—by committee—which will give due consideration to all phases of typical problems and the publication and distribution of such materials will aid considerably in clarifying the thinking of individuals and groups who may be considering some problems for presentation to the school. Many conflicts grow from naiveness as to full significance of a proposal and the chagrin which follows too quick rejection. Many instances are on record of individuals and groups attempting to promote democratic citizenship by use of highly autocratic methods without realizing the inconsistency.
6. The application of a little basic knowledge of human nature will help materially to resolve potential conflicts. Coffee and cakes will solve many problems. A luncheon has been known to solve major differences. A few schools provide such means to facilitate school administration.
7. Printed interpretative material should be available in quantity so that a constant flow of such materials may be distributed to individuals as well as groups. Such materials will resolve most pressures and conflicts before they reach the school.
8. Regular and careful survey of the entire school program and procedures with the aid of representative citizens will help to uncover early likely sources of difficulty. This gives the school the opportunity and the time needed to arrive at a satisfactory solution.
9. Frequent presentation of problems to pupils, faculty, and the entire community together with needed information for comprehension of the ramifications of the problems will aid materially in securing public confidence, support, and understanding of the school as an institution.

CONCLUSIONS

A country basically committed to the democratic way of life will expect and, in the long run, will insist upon democratic administration of the

public school—that institution which bears such a heavy responsibility for developing citizens to perpetuate the democratic way of life. The administration of the public school must achieve, and indeed must be prominently successful in achieving, the attitudes and skills desired of it by the great mass of citizens.

External pressures exerted on the schools, which may grow into community conflicts, are but the voices of the citizens expressing their interests, desires, comprehensions, and misunderstandings with respect to the school. It is the duty and the unavoidable responsibility of the school as an institution to create sufficient sensitiveness to hear the voices of the people, to maintain attitudes which result in willingness and eagerness to understand the voices of the citizenry, and to provide for sufficient flexibility of objectives and procedures to fulfill the responsibilities deputed to it. The challenge is unavoidable—the discharge of the responsibilities is and should be the concern of every citizen of a democratic country.

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St. James Follows Through

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IN discussing public relations as they apply to our school, it is necessary to give you a picture of this community. St. James is a city of about four thousand people. It is located in southern Minnesota in the center of a wealthy agricultural section. St. James is the county seat of Watonwan County. The city is a retail center, railroad division point, and has some manufacturing concerns. Its population is made up mainly of railroad employees, retail employees, several hundred factory workers, and retired farmers. There are only three city schools in the county: Madelia with a high-school enrollment of one hundred eighty students; Butterfield with one hundred twenty-five students; and St. James with five hundred fifty students in grades seven to twelve.

FOREWORD

"The Schools Are Yours" was the theme for the National Education Week of 1947. This statement applies to many communities today, but it is the duty of each school employee to make it true in his local community. Most of the American public has a great faith in its school system. This is evidenced by the continual extension of school facilities and the demand for a better trained teaching corps. This faith can be strengthened by enlightening the public regarding the educational developments and explaining the merits of various activities. The school principal has a great responsibility in the promotion of public relations through his interpretation of education in the community.

The people in the community send their children to us to be trained. It is they who pay the bill. We, as teachers, have been receiving more financial return for our work in recent years, but we must show our people that we are entitled to the increase. The best method of accomplishing this is to bring our work before the public and gain their good will. Some of the mediums used in informing the public are: school visitation, school paper, local newspaper, programs by school organizations, personal reports to parents, home visits, school buildings being available for public functions, well-kept buildings, excellent

extracurricular activities displayed for the public, and a good relationship between all school employees and the public. As soon as the public accepts the statement, "The Schools are Yours," the relationship between school and community will be complete and we will have good public relations.

NEED FOR PUBLIC RELATIONS

In the past, many citizens of this country did not pay much attention to the school and its work. School was a place to send the children; they would be there for a number of years; and then they were considered educated. Increase in competition, better education of parents, increase in the emphasis on the importance of schools by the National Education Association, state teachers' organizations, radio, magazines, and newspapers, and increase of costs have all helped to change the attitude of the public. People are more friendly to the school; they wish to co-operate and are willing to pay the bill because they have learned that the schools have a great influence on the future of their son or daughter. The students in our schools are the best means of creating good will and of telling the public what we are doing. These students in school today are the voters in the community tomorrow.

ORGANIZATION AND ADMINISTRATION

The public relations for the school must be well planned. It must be in operation before the opening day of school. The administration should know not only what the attitude of the people is in regard to education in their particular community but also what they expect from the school as satisfactory. A bulletin should be sent to each member of the faculty before the opening of the school year. Its purpose is to help the teacher in his work and to give him a better idea as to his work. The bulletin should not contain foolish restrictions on the teachers; it should not be negative; it should be an explanation of duties. Some of the items discussed in the bulletin of our school are: objectives of school, characteristics of a good school, opening day procedure, community service, purchasing for the school, care of the buildings and equipment, hall duty, noon duty, grading system, discipline, supervision, extracurricular work, assembly routine, class parties, detention, Honor Society, and fire drills. Before the opening day of school, a faculty meeting is held to explain the details of the opening day routine so that this first day of school will not have problems and that the school can function smoothly as though it had been in operation for a month. At the conclusion of this preschool meeting, we have a faculty and board of education tea. We want our teachers to feel at home and have confidence in their jobs. A confident teacher is a superior teacher. It is the teacher-pupil relationship that builds and guarantees good public relations.

Teacher, Parent, and Student Relationship

The principal, teachers, and nonteaching staff members work as a unit with each participant having his or her specific duties. Many parents visit the school, and their first impression is created by the atmosphere of the office. The secretary in the office should be friendly and efficient. Usually the parents wish to see the principal. Sometimes they also wish to talk to the teachers in regard to their son or daughter. In our school we notify the parents whenever a student is failing in his work or is in any other trouble. We invite them to come to school so that we may discuss the difficulty. Discussion of the problem, with parents, student, teacher, and principal present, many times gives the parents a true picture of the difficulty and they realize that we are trying to help their children and not to abuse them. Solving the problem with the parents present creates good will. Sometimes the parent does not receive the correct picture of the situation from the student, but, if all parties concerned are present for the explanation, the results improve. It is natural for students to talk to their parents in regard to school and their problems; so teachers in their work should remember that the students are their best advertisement. The students of today are the parents of tomorrow.

SCHOOL PROGRAMS

We have many programs during the year. Each program is of a different nature and is primarily for the benefit of the students, but they also serve to increase the interest of the public. Some of our special activities are: musical programs, athletic contests, speech events, class plays, awards night, and commencement exercises. Parents come to these school activities because it gives them an opportunity to see their children perform. At the end of the school year, we have an Award Night. All awards for all school activities are given at this special program. People of the community come to the program because they wish to see the students receive these awards. At the same time the program gives the public an idea of the various activities of the school. The city newspaper and the high-school paper both publish a summary of the program. Thus again the school activities are brought to the attention of the public. The climax of the school year is the commencement program.

Junior High School Guidance

Our junior high school has an organized program of guidance. In the seventh grade, we orient the students to high school; in the eighth grade, we instruct the students on senior high-school courses; and in the ninth grade, we stress occupations, senior high-school curriculum, college requirements, and the arranging of the senior high-school program. A copy of the program is sent to the parents to acquaint them with work in school and to arouse their inter-

est. We want to show the parents that we are interested in their son and daughter. During the school year, each grade in the junior high school presents a varied program in the auditorium. This program is given during the school day with the other junior high-school students as the audience, but it is also open to the public. A student participating in a school activity is a school booster.

Senior High-School Guidance

In senior high school, we do not spend much time on the study of occupations during the sophomore and junior years, but in the senior year we give our students a great deal of attention in personal guidance. For example, this year Mr. Craig, Assistant Director of Dunwoody Institute, Minneapolis, Minnesota, spent a day in St. James to take part in our program of guidance. He spoke to our combined junior-senior high-school assembly in the morning on vocational guidance. At noon, he was guest speaker at the local Rotary Club. In the afternoon, he conducted a panel discussion for the seniors at the high school. In the panel, we had representatives from seven different business concerns of the city. This day spent on occupations has been followed by administering vocational aptitude tests to all the seniors. A complete story of this project was printed in our city newspaper and our school paper. The editor of our high-school paper also wrote an editorial on "School Interest in the Students." In this she voiced the appreciation of the students for the interest shown in their personal welfare. Since every student receives a copy of our school paper, it is not unreasonable to assume that it is read in the homes of all our students.

Local Newspaper and Student Publication

The high-school paper, *The Saints Reporter*, is printed by the publishers of the local newspaper. Each student pays three dollars for an activity ticket at the beginning of the school term. This admits him to all school activities as well as provides him with a subscription to the school paper. Since this is the only time we ask the students for money, the parents appreciate it. The only paid advertising we carry in the city newspaper is for special events at which we charge admission, such as athletic contests and music concerts. Our high-school paper and the local newspaper do a great deal to promote good will between the community and the school.

Parents Visit School

Whenever a teacher or school administrator shows an interest in a student, there is an immediate response from the parents. We require all teachers to give a weekly report on their students. In this report all failing students are listed with a possible reason for the failure. This report is checked and a letter

is sent to the parent giving the failure and the reason. In the letter, the parent is invited to come to school to discuss the problem. Many of the parents respond. This provides a wonderful opportunity for the teacher to meet the parent and establish a good teacher-parent relationship. I prefer that the parent come to the school rather than having the teacher visit the home, as the parents sometimes resent such a visit. We want parents to visit our school when it is in session. An efficient, well-kept school gives the patron a friendly attitude toward the school.

SCHOOL AND COMMUNITY AGENCIES

For years, citizens of many communities have discouraged their young men and women from entering the teaching profession because of inadequate conditions. In Watonwan County, we have organized a County Teachers' Association to help improve conditions for the teachers. Our county has three city schools and about forty rural schools. The association has one hundred ten members and holds several meetings each year. The programs include speakers who are not only school workers but also influential people in other professions. These meetings receive good publicity in our local newspaper. The organization tends to increase the power of the teachers, to improve their conditions and facilities, to acquaint the public with our problems, and to give the profession more prestige. Teachers want the citizens to be interested in teaching as a profession of a high caliber.

Community Center

In St. James, the high-school auditorium and gymnasium are used by the public as a community center. Various organizations in the community, such as 4-H clubs, the American Legion, and the Winter Carnival Association, use the auditorium. All high-school functions, including class plays, athletic events, musical concerts, and class programs, are also held here. Each year, we invite all the rural eighth-grade students of the county to visit our school for one day. The date for this visitation is set so that we may have a special matinee of our Senior Class Play with these outside students as our guests. We want them to visit our school while it is in operation and to feel that we wish to have them as students in our high school. We have received excellent co-operation from the County Superintendent of Rural Schools and the rural teachers in this project. They are very much in favor of this program. The visiting students enjoy the day in our school. They discuss it with their parents and, as a result, a high percentage of these students enroll in our high school the next fall. We want the people in the community to feel that it is their school and that we are conducting a program beneficial to them.

Community Schedule of Events

In drawing up the schedule of events for each week of the school year, there are many organizations that must be taken into consideration to avoid conflicts. The school administrators together with the officials of the different organizations of our city set definite days for each group. By such planning, we escape conflicts with other groups, since many of our students take part in such activities as the Camp Fire Girls, Boy Scouts, 4-H Clubs, choir meetings, and church organizations. Our weekly schedule is as follows: Monday is open, Tuesday is Scout night; Wednesday is church night; Thursday is choir night; and Friday is for school activities. We have few conflicts and, as a result, our school activities receive splendid support.

CONCLUSION

The public's faith in its school system can be strengthened through its acceptance of the theme "The Schools Are Yours." The modern public wants to know about its schools and must be given the opportunity to co-operate in making better citizens for tomorrow. To carry on these proper public relations then, the school's administrators, the teachers, and the members of the community must work together as a unit and toward a common goal.

Teamwork at Underwood

A. R. LICHTENBERGER

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Underwood Schools,
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THE determined efforts of individuals employed in the educational agencies of Nebraska have brought the state much nearer to a dream and a hope of *one program* of education than most observers expected. Vigorous leadership in the Nebraska Department of Public Instruction has done much to make progress possible. The value of a unified state program is obvious. Easily overlooked, however, is the advantage to be gained by the smaller schools.

Nebraska is not unique in the fact that it has many small schools. Ours is a nation of small schools. Regardless of the conditions of any school, large or small, wealthy or poor, there is great economic and social loss if the resources to be found in the universities and colleges as well as the departments of public instruction are not used. Much blundering, a great deal of guess-work, and vast waste can be avoided by sensible, orderly, and planned use of individuals and institutions whose business it is to know what is happening in the schools of our land. These resources can be used by the smaller schools, and to great advantage, where there is the team-work which is found in Nebraska's system. A case in point is the so-called Underwood Program.

Before many more months go by, the name *Underwood School* will be only the name of a unit in a larger educational system. The same will be true of *Oakdale* and *Loveland*, two other small schools, which join with Underwood as one school, now, under the unwieldy name, Loveland-Oakdale-Underwood School. In the official records in the Douglas County Court House, this fast growing little school system bordering the western boundaries of Omaha, Nebraska, is the newly formed School District 66.

THE STORY STARTS

Both Loveland and Oakdale schools have a story of educational interest. This account will include only a part of that story. This finds its beginnings in the history of Underwood School.

Undoubtedly there are accurate records which show exactly when a little rural school was first established in the prairie country which was then considered *far out* west from Omaha, Nebraska. Certainly it was a long time ago. District 46, it was called, and then the road before the building became an extension of Omaha's paved Underwood Avenue. From that time on, the name has been Underwood School.

Underwood served its community for many years according to a prescribed pattern. Omaha moved nearer, density of population increased, and the need for a new building was evident. Over twenty years ago the district voted bonds and erected a fine little brick building which is today's Underwood School. The last of the bonds has been paid. The ceremony of bond burning has been duly performed. And for over twenty years, Underwood has been unique in the state of Nebraska in that it has presented an educational program from kindergarten through grade twelve even though it has not been within the limits of a village, town, or city, nor has it been a so-called consolidated school. It has always been a small school. Its highest high-school enrollment was 93.

Came World War II, and Underwood began to suffer. The district had become peopled by residents whose homes are evidence of obvious wealth, as well as by many whose means had reached the point where tuition costs caused no great burden. The curriculum at Underwood dwindled until it became a ghastly thing. The high-school enrollment dropped to a low of twenty-eight. The plain truth was easily recognized. The residents of the district were not willing to send their children to a school which had a very limited curriculum. They had only one alternative; to send them to the nearby city high schools and pay the tuition costs themselves. Underwood struggled on with a capable classroom teacher finally assuming the hopeless assignment as superintendent. Much credit is due her because she did much to convince the board and others that Underwood must either cease to support a high school or begin a process of rejuvenation.

THE COMMUNITY ACTS

Significant in Underwood's history have been its active community groups. Each has left its mark in the development of the area. Some have ceased to exist. Others are still active. New ones have replaced old ones. Several 4-H Clubs, a Project Club, Parent-Teachers Organization, Community Club—these are a few of the community groups. It was early in 1944 when the Underwood Community Club members met with the board of education in the school gymnasium-auditorium and grimly faced the facts. Many who were new to the community were obviously in favor of abandoning the high school while only the elementary school would be retained. Others whose loyalty to

Underwood was intense favored keeping the high school at all costs. One can well understand that the Board of Education in whom final decision largely rested was truly in a quandary. One of their number, truly an educator *without portfolio*, advanced the idea of bringing about an impartial survey before any final decisions were made. It was agreed by the Community Club and the Board of Education that an appeal would be made to the Department of Public Instruction to make a study of the Underwood situation and to come before the Underwood group with a report and final recommendations.

Within a few days the Department of Public Instruction and the Teachers College of the University of Nebraska entered into the study in committee organization. The time in which they had to work was limited. They delved deeply into all available records. The resources of the community which could be used for education were carefully noted, strengths and weaknesses were recorded, and public opinion was expertly polled. The work was well done, and the report was written in a manner which denoted deep insight into all factors involved.

The people of the Underwood community listened to the reading of the report. The general recommendation was, Underwood should keep its high school and improve it as time and resources would permit. This report was accepted, and Underwood School entered upon a venture of growth and expansion.

The report of the survey committee contained several definite recommendations relative to teaching staff, supplies and equipment, and curriculum. These were handed to the superintendent who was finally selected. The board expressed to him that they did not expect miracles. It was their hope along with the people of Underwood that the school would be filled to near capacity within five years and that the educational program would be a good one.

THE RECOMMENDATIONS WERE CARRIED OUT

Within two years every recommendation had become an actual reality in the functioning of Underwood Community School. Furthermore, the capacity of the building had been reached as far as enrollment was concerned. An extra building of frame structure had been placed upon the campus to accommodate an expanded program of manual arts. Baseball, track, and basketball had been restored; music, homemaking, biological and physical sciences were a part of the curriculum, as well as a very fine department of typing, shorthand, bookkeeping, and office practice. Of course the curriculum included four years of English, the conventional mathematics courses and social sciences, a foreign language, and general science. Journalism was added, and

tremendous effort had been given to general educational enrichment through convocations, films, excursions. The library was greatly improved. Physical education for both boys and girls became a very real part of the education and a plate-lunch program went into effect, the latter sponsored by the vigorous Community Club. A very fine program of audio-visual education was introduced.

Mention has been made of the plate-lunch program which was sponsored by the Community Club. This same organization made possible a Boy Scout troop. The Project Club started a very active Girl Scout organization. An evening of dancing and fun for the teen-age people was also sponsored by the Project Club twice monthly. The Community Club began promotion of an annual carnival which has become an activity of exceptional importance to the community program each year. It is the money-making event which finances nearly all other community projects.

ANOTHER STEP AHEAD

It was in the third year that Underwood again asked for a survey. The administration and the Board of Education felt very sure that great progress had been made. They felt, too, that there was real need for an evaluation and further guidance. The second report glowed with praise, but it pointed out weaknesses as well. Its recommendations were to the point of meeting new needs.

Prior to the second survey, the Board of Education invited the boards of nearby Loveland and Oakdale schools to a meeting in which problems of growth were discussed. These little elementary schools, serving wealthy residential districts, were crowded. They were faced with problems of sending their graduates to high school. Their representatives asked about the Underwood surveys. It was they who suggested that the survey committee study Loveland and Oakdale when Underwood's second survey would be made. This was eventually done. It was decided, too, that the committee make an over-all survey of the three districts before coming forth with a report relative to the future of the whole area as far as education was concerned.

The report of the survey committee was made. It recommended that the three schools merge to form one district and that plans be started toward the building of a junior-senior high school which would adequately serve the three original districts.

The districts are now merged. The method of petition was used. Loveland and Oakdale communities are workers matching the vigor of Underwood and its Community Club. In this first year as one district, the schools are operating very much as separate units. Music has been added to the program

of Loveland and Oakdale, science in the grades, and a program of arts and crafts, as well as physical education. Improvement has been made in the health inspection procedure, and the combined program has made for greater vigor in nearly all departments of the elementary school.

THE OUTCOME IS PROMISING

The recommendations of the survey committee are being followed. No one knows how far the development of Loveland-Oakdale-Underwood may go. It promises to become one of the unusual educational developments of the Plains region. Certainly the formula which has been found successful will continue, that is, survey, recommendations, work, and resurvey. The school is indebted to the educational experts who have helped it. Of course, the final results are up to the administration, the Board of Education, and the community; but Loveland-Oakdale-Underwood School is convinced that it cannot afford to ignore the expert help which is available.

The story of Underwood, and later Loveland and Oakdale, would not be told if the *one program* idea had not been established. It has done much for all of Nebraska. The educational agencies are working together.

Service Is the Keynote at Napa

H. M. McPHERSON

*Superintendent of Schools,
Napa, California*

THE modern secondary school stands unique among school segments in the complexities of its community contacts. Where the elementary school is chiefly a concern of parents and while the standard college and university can, and does, hold aloof from community embroilment, our Senior High School and Junior College is indeed a *Community School* with threads of contact reaching into every civic organization, business concern, and labor union. It is peculiarly fitted to render public service, and the demands upon it may be varied and heavy. Because of this characteristic, most citizens in the community are aware of the school as a live and active force influencing their activities. These same citizens are forming attitudes toward the entire school and school program, based upon their own personal contacts with school personnel, policies, and programs.

It is our thesis, then, that the modern secondary school will have a good public relations program when it adequately performs its function of public service through the medium of competent personable instructors. Our entire public relations program is built on the observation that public attitudes toward the schools are conditioned by specific contact with representatives of the school. No amount of high-power advertising or pressure campaigns can offset personal contact with those directly connected with the institution. It follows that no administrative staff can exert a fraction of the influence that the instructional personnel does in its daily contact with pupils and citizens.

It is the purpose of this article to point out briefly some of the major concerns of this superintendent in organizing his schools for community service and in giving direction to public relations. In this community, a four-year high school of some 800 students in 1940, has become in 1947 a four-year junior high school of 1200 pupils and a four-year senior high-junior college of 800 students. An evening junior college serves the adult community, enrolling some 4000 individuals during the year. The district embraces eleven separate elementary

school districts and includes approximately 30,000 people within a ten-mile radius of the city of Napa, which is located 50 miles north of San Francisco.

THE NEED FOR COMPETENT PERSONNEL

While countless books and articles have been written on the selection of teachers, few have emphasized public relations as a factor in selection of personnel. Yet, certainly it is the teacher in his contact with youth and community groups who wields the greatest influence in determining the attitude of the public toward the schools. This writer, at least, takes seriously the injunction of authorities that his most important task as superintendent is that of choosing teachers for his schools. Not only does the adequacy of the instructional programs depend upon his selection, but also the local support of the whole educational program.

While competency is a primary consideration and is the first screen through which candidates must pass, yet adequate training without outward evidence of mastery and expertness is insufficient—if public relations are to be furthered. For instance, the writer has been amazed how small a per cent of vocal music teachers can themselves perform masterfully. After three years' search, this frustrated superintendent, while signing a new history instructor, discovered that he had had years of private music instruction and was soloist with a noted university glee club. The immediate and tremendous response to the new voice instructor from students and community groups indicated again that competency must be evident to the casual observer if public relations are to benefit.

It is the writer's belief that competency in such fields as history requires specific experience in travel or research and a definite flair for public speaking. Not only will a man with these attributes tend to enliven his classes but also, through community speaking engagements, he will enhance the scholastic reputation of the institution.

For example, an elementary principal who had reached retirement age—a native son, whose life-long hobby had been California history—was persuaded to instruct in this field in the junior college. His enthusiasm for, and knowledge of, local history, *flora*, *fauna*, geology, and other areas has inspired students and made him a speaker and guide in countless adult groups. Currently, he is the focal point of a drive for a Community-College Museum for the preservation of early local California material.

There are few administrators who are happy with the health program in their schools. The reader is aware of all the difficulties of inadequate physical examinations and unco-ordinated health teaching by inexperienced instructors, particularly in sex education.

We were fortunate in securing the full-time services of a woman physician, the mother of two fine young daughters, whose interest lay in public health work. Besides directing health teaching and the work of two nurses in both elementary and secondary schools, giving comprehensive physical examinations to all students bi-yearly, and teaching health classes for women of the Senior High-Junior College, she organizes hearing, spastic, and mental clinics and co-ordinates the charitable work of service clubs. There is ample evidence that this instructor and the service she has organized is one of our best public relations mediums.

Each spring in anticipation of teacher selection we review the numerous important community organizations and activities listing teacher membership and participation. Blank spots in school representation are kept in mind in order that faculty influence will continue to radiate into all corners of the community.

MEMBERSHIP IN COMMUNITY GROUPS

Teachers predisposed to active participation in community life are looked for, and opportunities of service and mutuality of interests are pointed out. While no pressure is exerted on teachers to be "joiners" or to affiliate with particular community groups, yet they are encouraged and aided in so doing.

The type of teaching position itself will in many instances determine the individual who will represent the school in such groups as the farmers, trade unions, and retail store proprietors. It is no accident that three-fourths of the Junior College and over fifty per cent of the Junior High School faculties are men. Teaching is a man's job and, with the availability again of men, there have come greater faculty stability, an increase in student morale, and a widening of community contacts.

Membership in service clubs is encouraged. Each organization now has from four to eight instructors as members. Such diverse groups as the Camera Club, Boy Scouts, Rod and Gun Club, Red Cross, garden clubs, Chamber of Commerce, language study groups, book clubs, social studies clubs, the Creative Art Club, and the American Association of University Women have one or more active participants from our staff.

We are as opposed as any to employing teachers on the basis of church membership; yet, other things being equal, we attempt to see that various denominations are adequately represented on the staff. A good representation from major church groups on the faculty has helped to prevent misunderstandings and has promoted mutual good will and co-operation.

We cheerfully admit to emphasis on personality in selection of teachers. Dull, colorless individuals, however competent, are of little help in commu-

nity contacts. A single gruff, insensitive, or discourteous teacher can create whole areas of dissatisfaction with and opposition to a school program. We, like many other administrators, have given much time undoing the damage caused by the maladjusted, thoughtless teacher. The colorful personality, genuinely interested in people and untiringly courteous, each day sends home his satisfied students—our closest public and best relations.

PUBLIC RELATIONS ACTIVITIES

In the space of this article it is possible only to touch upon other planned programs in our public relations. Many of the foregoing topics have stressed aspects given attention in this school system. In the end they are only tools and techniques for serving the public interest or for better informing that public of the activities, responsibilities, and needs of the schools and must be used by members of the teaching staff.

Public information is largely informal, through channels previously indicated; however two commonly used procedures are also in effect. The journalism instructor, an experienced and successful newspaper man, is allotted time for supplying feature articles and news items to the local papers. The special purpose is to balance the athletic and student activity type of news items with authentic, interesting material on the academic side. The photography teacher and his class provide pictures for a timely and newsworthy weekly "spread" which features a teacher and his subjects, the operation of the counseling program, the tuberculin testing activity, or similar phases of school life.

Again we should stress that it is the instructor that counts. Our experience has shown that a burning desire and excellent training in English do *not* make a newspaperman. No newspaper will give space to ill-conceived or poorly written articles.

All report cards, accompanied by a *News Letter* from the superintendent, are mailed to the parents. Special accomplishments, building problems, scholarships, and other items of general interest, as indicated by prevalent questions, are discussed.

High on the list of means of furthering good public relations is the use of the school plant by the adult community. In California, the Community Center Act requires that the school be available for public use without charge. Our policy is to encourage wide use of school facilities. A full-time principal administers this program through the Evening Junior College in which classes are maintained ranging from Americanization to Philosophy, from Ceramics to a Public Affairs Forum, the interest and needs of adults being the sole guide.

The appearance of our school plant is important in building student morale but it is particularly important in its use as a civic center. It is import-

ant that the buildings be kept immaculate. This attitude pays dividends in custodial pride and public approval. The public judges largely by appearances. An unpainted, unswept building will indicate to them slovenly teaching.

Furthermore, we are concerned that groups using the school facilities do so with assurance that they are welcome. A form is provided for the filing of the request upon which every facility and service that will be needed is listed, and the personnel concerned are thus notified. For instance, if the auditorium stage is checked, the instructor of drama and stagecraft, who also co-ordinates all student performances and supervises the use of the stage, will consult with the requesting group. Members of his stagecraft class will prepare scenery background, operate the public address system and lights, and otherwise take pride in helping the meeting or concert run smoothly.

STUDENTS ARE INTERPRETERS

Students are also our public. In addition to forming their own opinions concerning the schools, they provide the continuous liaison between the schools and the voting public. For public relations purposes, if for no other, it is imperative that students be treated as responsible people, that democracy in student government and student activities be real and not a sham.

Our most important appointment is that of the Dean of Student Activities. He must be completely acceptable to the students and able as an *adviser* to make these young citizens aware of all the implications of their actions in government and conduct. Complete frankness with students on the degree of student freedom in policies is insisted upon. It is found that a full explanation of the *why* of administrative policies governing their action is desirable and that where matters of public relations are involved, students quickly appreciate the need for maintaining community support of their activities.

Students as well as auditors appreciate a well-organized business administration of their funds. Strict accounting regulations directed by a controller not only protect student officers and advisers but also reflect credit upon the school administration. Rumors of lax administration in this regard are too easily started and almost impossible to combat.

Following up in another way our stress upon wide contact between the general public and the school, the organization of sponsoring groups of citizens for specific student activities is promoted. One group meets weekly for lunch with the coaches and guest athletes to discuss sports in general. It has been helpful in raising funds and in otherwise supporting the athletic program. This, of course, could be, in fact has been in some communities, a dangerous phenomenon, but as long as our instructors take an active part in the conduct of its affairs, we see no danger of overemphasis.

The Future Farmers of America has an active group of sponsors, surprisingly few of whom are agriculturists. These sponsors meet with the boys for bean feeds. They supply project animals and support the program in general. The Silverado Camera Club, composed of professionals and expert amateurs, takes great interest in encouraging student clubs, sponsoring exhibits, and awarding prizes for excellence. The club now meets regularly in the photography laboratory.

Further illustrations of guided school-community contacts would only belabor the point. However, one additional point is pertinent. Public relations, like charity, begins at home. Particularly in the smaller communities, the superintendent largely sets the pattern of relationships. If he expects the public to think of the teachers as professionally competent, accommodating, and public-spirited individuals, it is his responsibility by precept and administrative technique to show the way.

Looking at Public Relations in Moline

ALEXANDER JARDINE

*Superintendent of Schools,
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THERE has undoubtedly always been a program of public relations in American secondary schools. During the early days of the academy and the high school, this program was unplanned and without a central theme. In more recent years it has developed as a necessity because of the growth of the secondary-school program and the need for its explanation and for a clarification of its aims and objectives before the people. It has only been within the last decade or two that educators have turned their attention to co-ordinating a program and planning it around the curricular and extracurricular offering of the schools. However, the public school public relations program is still in its embryo form and needs careful study and analysis on the part of all persons connected with the school.

As more money is made available to carry on the activities of the schools, there will be a tendency for a greater surveillance of those activities to be made by the people providing the funds. We have heard a great deal of fear expressed of Federal and state control of the local public school system, when these higher units of government provide greater funds for the operation of public schools, and, by the same token, we can expect a greater interest, a keener observation of the operation of local schools if the local taxpayer is to finance a more expensive school program. No matter from what sources our financial aid comes, we can expect a closer check upon our activities by either local, state, or Federal agencies. The bigger the investment the better the returns those who finance the program will expect. It is, therefore, important that those of us in public education make our program known so that it can be most thoroughly understood and can secure the support which it deserves.

WHOSE RESPONSIBILITY?

What then should constitute a public relations program and who should be responsible for the program of public relations in the secondary school?

It would seem that this is a responsibility that falls generally on every member of the school staff. Lest it be thought that an assignment which becomes everyone's responsibility might readily become no one's responsibility, the key person in such a program in the typical high school should undoubtedly be the principal. If there is more than one secondary school in the community and if the system embraces a large number of elementary and high schools, the program of the local schools should tie into the over-all program of the school community.

For a few moments let us examine the responsibility of a few individuals within the staff. Beginning with the secretaries and clerks in the high-school administrative offices, there needs to be a great deal of emphasis given to training these persons for their dealings with the public. The office staff members should be aware of the philosophy of the school and should be able to convey this philosophy to those persons in the community whom they meet. In many instances the local high school may be represented to the community by one girl in the office. This contact may be made either over the counter in the office or simply over the telephone. A little time spent in advising office employees how to greet the public and how to try to satisfy its demands will be time well spent. If, as is the custom in many school offices, the regular staff is supplemented by student help, time should be given to training these helpers to give prompt, efficient, and courteous attention to office visitors or to persons contacting the school by telephone. It is important that our first impressions be truly representative of our real selves and that the public, who after all pays the bills, gets the service to which it is entitled.

Another school employee who makes contacts with a segment not usually reached by the teaching or administrative staff is the custodian and his assistants. Many service people make their contact with the schools through deliveries to the store rooms. If our custodians are trained to offer swift, efficient help to these people when they come to deliver supplies, this friendly atmosphere will win a section of the public to an understanding of the school and its program. Similarly the custodian has a responsibility in making school facilities available to adult groups on an after-school basis. Often he is the only representative of the school who is present when the Scouts or Dads Club or church groups utilize the building. If he is helpful and considerate in his dealings with these groups, it is most likely that they will be helpful and considerate in return. By extending the facilities of the school to the community and offering these facilities on an after-

school basis, the custodian may become a key individual in the whole public relations program.

Still another group of school employees who may play an important part in defining the school public relations program is the cafeteria department. Visitors to the school, as well as special groups wishing to make use of school cafeteria facilities for school-connected events, may be won to appreciate the school's over-all program by their contacts with the cafeteria department. Frequently the only time that a citizen may visit the school will be on an occasion when he is attending a school banquet. A well-organized, neat-appearing cafeteria department which presents palatable, well-planned meals may be an important factor in the school public relations program.

Most useful in the development of a public relations program is the pupil himself. He becomes the carrier of the school story to the home and to the community. He represents the school to his parents and to his neighbors. The school succeeds in its program if it succeeds with the child. Although we are prone to think of our public relations program in terms of public appearances, it would seem imperative that the successful education of the student is in itself a most important public relations function. Any parent, who has had the experience of receiving the monthly report card to discover that his son or daughter has earned marks either higher or lower than he anticipated, is being affected by a part of the school's public relations program. If the school has done all that it can for a student and if the parent is satisfied with the results that the school is achieving, then the school is succeeding in its mission. If, however, the results are less than the best which the school can produce, the home has the right to be unhappy and to criticize the school's effort.

Occupying an extremely important niche in the public relations program, whether we realize it or not, is the individual teacher within the secondary school. There is perhaps no person as thoroughly analyzed and discussed on the American scene today as is the individual classroom instructor. At every dinner table in every home where there is a student of high-school age, the school is likely to be the center of the table conversation, and, occupying a most important place in the conversation, is the teacher. What she wears, how she talks, what her point of view is with respect to local, state, national, and international affairs become household property. If she has a thorough knowledge of the local program and if she is a well-integrated person, she will have an unusual opportunity to sell the school *in absentia* to the home.

In spite of her already overcrowded day, it would seem imperative that every teacher should seek to become acquainted with as many parents as her limited time permits. Such a prior understanding may often prevent later misunderstandings. Certainly the teacher and the parent form an important partnership in the rearing and educating of the student. Doesn't it seem fundamental that the home and the school, through the parent and the teacher, should have mutual interests which should result in a personal understanding between the parent and the teacher?

In the development of the school public relations program the administrator and his staff of assistants, although key people, ought to work as stage hands rather than as principal actors in the public relations program. Too often the principal or his assistant have been "the public relations program" for the individual school. Teachers and other staff members have been subordinated to these key individuals and the program, as a result, is a hollow shell no stronger than the individual himself.

CHANNELS FOR INTERPRETATION

So far in this discussion the whole emphasis has been on individuals and their place in the public relations of the secondary schools. Let us, for a little while, consider some of the channels through which these individuals may make the school program known to the school community. One of the usual channels is the newspaper. Plans should be made so that the local newspaper has easy access to the affairs of the school. If there is more than one newspaper in the community, every effort should be made to get the same news to competitive papers. A plan sometimes employed is to assign dependable students from the news writing or English classes to the responsibility of contacting the newspapers daily even though there may not be worth-while school news available every day.

Likewise, the school newspaper is a channel through which the school may be reflected to a segment of the community. Boys and girls may be taught functional writing through this very live medium. In many communities the school newspaper is a source of rich information to the home, of the activities being carried on by the school. The contents of the school newspaper ought to be a product of the serious and worth-while efforts of the adolescent writer. The school newspaper ought to be a somewhat dignified instrument which tells the story of the school to the community. This does not mean that there cannot be an opportunity for the young journalist to have fun and to have an opportunity to display his humorous creative talents, but certainly a high-school paper, which is devoted almost

exclusively to gossip and by-play, is not a true reflection of the best efforts of the young people responsible for the publication.

In more recent years and in nearly any community of any size today, the radio gives a real chance to the public schools to display their talents. Every manager of a local radio station is looking for worth-while educational programs to put on the air. Frequently radio stations will provide the leadership and supervision necessary to make these programs a success. Too often the administrator and the teacher are prone to think in terms of the high professional standard of radio programs and are afraid to put school talent on the air. Yet school programs that are carefully planned and properly produced can win a large listening audience and can portray to the community part of the curricular program that otherwise remains hidden.

Still another way of dramatizing the school program to the community is through school performances of all kinds. There are countless requests which come to the average high school for public appearances before service groups, church groups, parent-teacher associations, and similar organizations. In any school system there ought to be some individual appointed who can act as a clearing house for such requests so that the same pupils are not always called on to make public appearances. With many clubs and student groups constantly preparing material for their own consumption or for the entertainment of a small portion of the community, it seems wasteful not to make such talent available to the many groups in the community. These are the usual channels of public relations.

HIGHLY EFFECTIVE TECHNIQUES

Let us consider for a little while some of the more unusual means by which the schools can become better known in the community. One technique which is acquiring greater popularity and which is sound and which pays great dividends is the use of adult advisory committees when developing new aspects of the school program. For example, a high school, which was attempting to expand into the junior college field and which was making an effort to enlarge its technical school offering, invited in representatives from leading business and industrial organizations in the community. This advisory committee also included representatives of labor. In fact in some instances this contact provided the only friendly relationship which had developed between management and employee for some time. They, together with the administrator and the teacher, were attempting to outline a useful program of education for the community which was to function in terms of the community's needs. These adult advisory committee members

were in effect salespeople for the school program. The school people themselves did not have to take the forefront in advocating the development.

Another objective channel, but one that is little used by the school people, is through the board of education itself. Members of the board of education are among the best informed people in the community on the form of education being set up and put into action. Why, then, should they not be used to carry the story of the schools through talks to the community or membership on community committees where school support is being sought?

The public schools are a public responsibility, and it is the duty of the board of education and its employed staff to make the program of the schools known to the community. There has always been, and likely always will be, a certain amount of criticism of local systems. Too frequently these criticisms are based on a lack of knowledge of the activities of the local school. A lack of knowledge is likely to lead to a distrust. It is, therefore, the responsibility of everyone connected with the school program—the board member, the administrator, the teacher, the custodian, and the secretary—to be a part of the public relations picture. All the facts that are at the disposal of the board and the administrative staff ought to be made available through channels to every member of the staff, and, in a similar manner, facts that come into the possession of individual members of the staff ought to be channeled back to the administrator and the board of education.

For example, let us examine one of the sore points that often exists in a local community. Many people see huge crowds in attendance in school athletic functions. They gain the impression that income from such activities ought to be enough to finance not only the school athletic program, but also to pay the salary of teachers and administrators. The secrets of the athletic treasurer have always been kept by a group of trustworthy individuals who didn't realize that the public ought to know the facts about athletic income. An annual account of the athletic fund and all other extracurricular funds made to a local sports editor or to a newspaper writer may help to clarify this.

ALL MUST PARTICIPATE

The secondary-school public relations program is one which involves everyone who is connected with public education. It reaches from the students and the parents through the entire secondary-school staff. It involves an understanding of the whole program of secondary-school education. It is as simple as the individual relationship between one person and another. It is not a specialized responsibility. It is something that we must all participate in if we are to have a successful school.

Barratt Stresses Friendliness

JOSEPH J. ROSSI

Principal

DAVID A. HOROWITZ,

Acting Assistant Principal, Barratt Junior High School, Philadelphia, Pa.

ALL that we do in administration and in curriculum development; all that we do to provide a better educational program for the youngsters who come to us; all that we do to develop mutual understanding and support of school and community projects; all of these help build good home-school relations. We base our activities on three simple beliefs:

1. That pupils are our most important relations agents.
2. That teachers must feel glad to be with us.
3. That good will and friendship of the community toward the school will develop when our pupils have the same feelings toward our school.

Facts about the school, the neighborhood, and neighborhood life are necessary in order to give a clear picture of the conditions that affect our public relations program. Our pupils are ninety per cent Negro and ten per cent white of Italian background. The school has an enrollment of seventeen hundred pupils, staffed by seventy-one faculty members. The faculty is made up of fifty white and sixteen Negro teachers. We have four counselors, two Negro and two white, and one home-and-school visitor. The school population has made a complete reversal within the last ten years. Ten years ago, our school was ninety per cent white of Italian background and ten per cent Negro. This change in school population was due to two factors—a marked increase in the Negro population of the community and a change in school enrollment boundaries that included a larger portion of the Negro community. The neighborhood is poor in many respects. The familiar pattern of overcrowding, of small row-houses converted to multiple unit apartments, of poor sanitary conditions, and of poor family life and broken family conditions exist. Recreational facilities in the community are very limited; play space is almost nonexistent. The rate of juvenile delinquency is high. According to the figures of the Crime Prevention Association of Philadelphia, there were many arrests of juveniles between the ages of seven and seventeen. Few of our pupils are fortunate enough to have

adequate parental supervision and care. Many of our pupils live with guardians of near or distant relationship; many live with mothers who are separated from their husbands. Most of our mothers work hard and under the very severe handicap of having to earn a living to make a home for their youngsters.

AT WHAT WE AIM

For a great many of our pupils, our school takes on many of the functions of a good home. We are limited by the fact that many conditions of the existing community life cancel out much of the good that our school attempts to develop. For many of our pupils, the school is the only well-ordered, stabilizing influence of the day.

We believe our pupils are our most important public relations agents. Most of what we as teachers do in the Barratt Junior High School we do (1) to improve and change social attitudes, (2) to develop a greater faith in one's own potentialities as a human being, and (3) to develop the skills and knowledge necessary for good citizenship. One of our main reasons for developing a core program, for example, was to arrange teaching conditions so that (1) an all-pervading emphasis on guidance would become possible, and (2) teachers, by reason of greater contact with far fewer pupils than was possible in a departmentalized program, could become of greater assistance in the proper guidance of pupils. Our pupils generally speak well of our school. In conversations with parents and community leaders and in interviews with pupils, certain attitudes and beliefs are repeatedly expressed: (1) Barratt teachers are fair; (2) Barratt is a *good* school; and (3) Barratt gives everybody many *breaks*.

WHAT WE DO

Some of the things we have done with our pupils are described below:

1. We make sure that all the good that our pupils do, individually, or in groups, is emphasized and publicized throughout the school, and throughout the community. The assemblies, home rooms, bulletin boards, school newspaper, and Home-and-School meetings are used to emphasize the good and constructive elements of our school life.
2. When an individual act of poor citizenship is performed, we are very careful to treat it as such. All individual acts of poor citizenship are highlighted as being harmful to the reputation of the school and of the community.
3. Pupils who are referred to the office for disciplinary action are treated with patience and with fairness. We make it clear that to punish is the easiest thing to do; to change behavior requires hard work and a determination and will to do the good things. We give our pupils many chances to become useful members of their groups and, in a very large majority of cases, we are

successful. When a pupil has demonstrated, after a long series of offenses and after we have exhausted all of our resources for gaining proper adjustment, we find that our pupils will almost always agree with us that special class placement is justifiable.

4. We give many of our pupils an opportunity to be placed in a grade according to their age when they enter our school. These groups are smaller than the school average; the teachers are specially selected because of their experience and usually because they have had an elementary teaching background. The program for these *over-age* groups is specially adjusted. For many pupils in our school, the first time for years that they were placed in a group of their own age and of their own social development was when they entered Barratt. We have found chronological placement beneficial to our pupils.
5. We have seven orthogenic backward classes in our school. Up until two years ago, these pupils of very low I.Q. were in an isolation center in a building not far from our school. There was a very strong stigma, expressed in many undesirable ways, attached to going to the *X— School*. We have found that placement of these special-class youngsters of junior high-school age in our school has resulted in the following good things:
 - a. There are no signs of stigma now.
 - b. There is a great deal of friendly association between these pupils and the pupils in our regular organization.
 - c. Attendance has improved greatly.
 - d. The morale of the special-class youngster has been greatly increased. He can hold up his head now.
 - e. The special-class pupils speak with pride about the Barratt High School.
 - f. The special-class teachers are much happier, being away from the isolation center and being part of our organization.
6. We engage our pupils in all projects that will help to develop their abilities and talents. Some of the choral, dramatics, and ballet work that has been performed in our school is recognized as being of excellent quality.
7. Our pupils are taken on a great many educational excursions. This has helped to enrich their instruction, has given them opportunities to practice desirable social behavior, and has given the community at large an opportunity to see our youngsters at their best. This has reacted in our favor.

Our belief is that well-taught, well-adjusted pupils are the front line of a public relations program. We have worked in that direction and we have found that, within the last five years, the general attitude of our pupils has improved. This has helped, we know, to improve the attitude of the adult members of the community toward the program of our school.

ABOUT OUR FACULTY

We have a co-operative, happy, unified faculty. What makes it so is difficult to point out or analyze. A spirit of friendliness exists. Our teachers willingly come forward and offer their help on organizational, curricular, and other projects that hold a possibility of helping our boys and girls. For example, we have about two-thirds of the school organized on a core program, thirty-one out of a total of forty classes; we have a separate organization of seven classes for orthogenic backward pupils; there is an experimental program in remedial arithmetic and reading going on for our seventh grade; the eighth and ninth grades are engaged in a self-appraisal program of guidance. All of these developments, and many others that could be cited, are evidences of professional activity, it is true; and all of these developments are carried on with the willing co-operation of the faculty. Our faculty members sponsor activities in dramatics, ballet, music, and creative art, including ceramics. The natural, mutually respectful relationship between our white and Negro teachers is heartening to observe. What makes all of this so is difficult to say. These are some of the things we do with our teachers that may explain our good faculty tone:

1. New teachers are given almost complete freedom to teach as they have been taught to teach, or as they feel able to teach. We make no attempt to indicate a preference for specific methods or materials. We have found that this helps to relieve a new teacher of some of his tension, and it also helps to build up a feeling of confidence.
2. We make it plain to our new teachers that we know that they will experience a period of try-out by the pupils they teach. We promise our new teachers one hundred per cent help and support with all of their problems, and we give them one hundred per cent. In all that we do and say, we make it clear that we do not consider it a disgrace nor an admission of weakness if a new teacher sends discipline cases to the office for adjustment.
3. We hold a series of special meetings for our new teachers, in an effort to orient them as rapidly as possible to the organization of our school.
4. Teachers are never given an assignment unless they are asked in advance and agree in advance to take it. Our organizational pace is probably slow, but it generally results in a maximum of satisfied and happy personnel. We started our core program with three volunteer teachers five years ago. As the worth of this movement was proved to the faculty, more and more volunteers resulted until today three quarters of our school is so organized.
5. Our teachers know that they are free to come into the principal's office to discuss their own problems. Teachers come to us frequently and make worthwhile suggestions for the improvement of the school.

6. A great deal of personal contact and friendly relationship goes on among all of our teachers and between our teachers and the office.
7. We stand ready to help all of our teachers. We demonstrate this daily. No problem, big or small, is bypassed when presented to us with a request for help. Help with control, with teaching technique, with getting materials, and with individual pupils of special difficulty is given to our teachers in every instance possible.
8. When our teachers have done all they can with a pupil and when we have exhausted all of our resources through counseling and office interview, we recommend pupils for special class placement. All of our teachers know that the office will work with them.
9. The faculty is kept informed on all activities of the school. This is done by means of a daily administrative bulletin and through reports at faculty meetings.

All that has been described has helped to make our teachers good public relation agents. They speak well of the school among themselves and among many others they know outside of the school. This has helped greatly to improve the reputation of our school. This has also helped in the past five years to reduce greatly the amount of teacher turnover.

OUR WORK WITH PARENTS

Most of the parents of our pupils are hard-working people of low income. They look on the school as an institution that can endow their youngsters with advantages that will lead to an adult life better than their own. Our school is in good standing with the parents. This is always evident when we call in parents to speak to them about their youngsters. Their attitudes are co-operative; they express a wish for the best that can be done for their youngsters. We have done several things with our parents. These follow:

1. When we interview a parent about the antisocial behavior of an individual youngster, we decide with the parent on a course of action that might help. We keep the parent informed about all developments. If the adjustment is not taking place, we continue our interviews, each time making additional suggestions, and judging the worth-whileness of what had already been done. We are patient with the parent. We sympathize with his burden. If we find that after repeated trials, the youngster makes no improvement, the parent is ready to agree with us that placement in a special school is both fair and justifiable.
2. We are ready to listen and to consider the parent's side of every situation. We make it a point to offer the utmost sympathy to parental problems.

3. We arrange appointments whenever they are convenient for the parent. Since most of our parents work, some appointments take place as early as 7 o'clock in the morning and as late as 4:30 in the afternoon.
4. Whenever parents complain about neighborhood conditions involving our youngsters, we act on these complaints promptly, even if the incident took place out of school hours, even if it took place outside of school or community boundaries. We have helped to clear up many undesirable conditions in this way.
5. We take an active interest in the activities of our youngsters, no matter when and where they occur. This is important because most of our serious problems arise outside of school.
6. Our Home and School Association is developing. For five years, we have been moving toward a Home and School organization. Finally we organized and today about one hundred adults attend the monthly business meetings. Special occasions bring out anywhere from five hundred to eight hundred adults. The membership of our association is now at the stage where their initiative and willingness to take on responsibility is beginning to show.
7. All home communications are written in simple, direct, and appealing language.
8. Local newspapers and the Negro press print our school news.
9. We co-operate with the activities of the local YMCA and YWCA and other social agencies.
10. We are planning to begin an Evening Guidance Clinic for parents who are unable to visit the school during regular school hours. Problems of school adjustments, course selection, vocational guidance, and behavior problems will be handled in this clinic. Several of our teachers have volunteered for this service.
11. Our secretarial staff has been trained to treat all parents patiently and sympathetically, with due regard for their time and convenience.

CONCLUSION

We certainly have not outlined a public relations program. All that we have attempted to do was to look back on ourselves as a school and inside of ourselves as administrators to see if we could put our finger on a few things that have seemed to produce good will and understanding between the school and the community. There is still much for us to do; let no one mistake this. Some good things have taken place thus far in the application of our belief that "A Friendly School Is the Basis for Good Public Relations."

Appraising the Program

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THE discussion in this article centers around the problem of discovering a basis for appraising programs of public school relations. It is admitted that many of the ultimate outcomes of public school relations are impossible to measure. It poses the problem of determining whether public school relations activities are being appraised, or whether concomitants of the educational program are being appraised.

A discussion is presented of the various philosophical conceptions that might be used in appraising public school relations. The five "best" public school relations activities are listed according to two generally accepted theories of educational interpretation.

THE PROBLEM OF APPRAISAL

The ever-increasing emphasis being placed upon public school relations as a vital phase of public school administration is revealed through a comprehensive reading of professional literature. The large amount of space devoted to public school relations in professional books and magazines is mute evidence of the general recognition of the importance of establishing proper interpretive relations between the school and the community.

The alert public school administrator takes cognizance of community relations as one of his most important administrative duties. Misner¹ places it first in importance when he says:

The activity of public school relations is the greatest single responsibility of educational leadership of all times. Acceptance of this leadership involves: (1) a bold presentation of achievements, needs, and conditions of schools; (2) the creation and use of a great many agents of different kinds to reach the public; and (3) continued effort to improve our educational programs so that they will merit the respect and support of the public.

The manner in which the school executive conducts his school relations program is often a decisive factor in determining the success of his entire edu-

¹Misner, Paul J., "Responsibility for Public Relations," *School Executive*, Vol. 64: 49-50. July, 1945.

cational program. Many times it determines the length of his tenure in a locality.

The complexity of modern living has a tremendous influence on the scope of all public school activities. Every new function accepted by the school carries with it the need for understanding and co-operation between school and community forces. Public school relations assume increasing importance as an administrative process in the administrator's complete agenda in direct proportion to the widening scope of his other educational activities.

Partly because the field of public school relations has been in a constant state of flux, and partly because of the intricate relationships existing between the human factors and the physical factors of any such educational activity, efforts in establishing evaluative criteria for public school programs have been rather meager. In the administration of public school affairs, Moehlman² refers to appraisal as the third activity in the cyclic trilogy of planning, executing, and appraising. Good planning and desirable administration of public school relations activities are evident necessities, but even the best work in these two areas may not insure success. The whole program might easily misfire. Only through efforts to appraise the effectiveness of the results of the various activities can there be any assurance that a public school relations program is doing the thing it is supposed to do.

Appraisal techniques for public school relations are difficult to establish. It is a problem to be sure that results being evaluated have any direct relation to the activities from which they are supposed to originate. The complexity of human reactions further complicates the problem. A school may have an outstanding parent-teacher association; yet a bond issue for an urgently needed building program may be defeated easily. The question arises as to whether the defeat was because of the failure of the parent-teacher association's program to awaken the citizenship to the needs of the community, or because of a combination of factors entirely irrelevant to the program of parent-teacher association.

The question may well be asked whether it is desirable to appraise the planning and administration of public school relations as well as the results of the program. Indeed, the appraising process itself may well become a trilogy of appraising the planning, appraising the administration, and appraising the results of the various public school relations activities. Appraisal of planning and appraisal of administration do not present problems too difficult to solve. It is in the effort to find evaluative criteria which assures a fair degree of success in measuring the effectiveness of public school relations programs that the

²Moehlman, Arthur B. *School Administration*. New York: Houghton Mifflin Company. 1940. P. 512.

fears of uncertainty are encountered. It may be argued that successful results are inherent in good planning and administration, and there is good reason to believe these factors are vital in the final determinant; yet the careful educator should not lull himself into this assumed security. Proved results are the final yardstick of success. Measurement of the results poses a problem.

In establishing criteria for the appraisal of public school relations, the term appraisal must be defined and de-limited. For practical purposes in this field, appraisal must be thought of as an act of estimating the value or worth of an activity. It is an act of judgment based upon a decision involving choice. The making of choice presumes the existence of values. The application of values presupposes knowledge and standards. Thus the process of appraisal is subjective in its fundamental nature because choice involves discrimination, and all theories of value possess elements that are intrinsically emotional.

ESTABLISHING A PHILOSOPHY

The appraisal of a program of public school relations must be based necessarily upon some philosophical choice of the purposes of such activities. These purposes should be closely allied to a general philosophy of education. Various conceptions of methods, purposes, and values in the field of public school relations have developed during the past several years. A study of the terms used to designate programs of public school relations provides an interesting example of the changes in the philosophical approach. The term, public school relations, itself, is an outdated term and is used only because of universal acceptance and not because of strict connotation.

Early efforts in the field of public school relations were called *school publicity*. Education was thought of as a product to be sold to a prospective buyer. It was to be sold in the same sense that a commercial firm would sell its wares in a campaign marked by high-pressure advertising. Progressive administrators were eager "to sell their schools" to the public.³ The glorification and elevation of ambitious individuals and their accomplishments were to be desired rather than the welfare of the child.

Intelligent administrators soon realized school publicity campaigns often did more harm than good. These administrators began to substitute systematic long-term programs of keeping the public informed through factual information and suitable contacts between community and school. These programs were called programs of *public school relations*. The philosophy of the advocates of such programs suggested that it was the task of the school to establish desirable relations with the home and the community.⁴ Various school activities

³Miller, Clyde R. and Charles, Fred. *Publicity and the Public Schools*. New York: Houghton Mifflin Company, 1924. P. 14.

⁴Mochlman, Arthur B. *Public School Relations*. New York: Rand McNally and Company, 1927. P. 4.

should be the avenues through which this program should operate. The responsibility for the program was wholly that of the school.

In recent years the school has been conceived as a community center which continually draws more and more activities into the confines of its jurisdiction. Nursery schools and kindergartens have been established as part of the public school system. The compulsory school age has been increased to eighteen, thus encompassing an ever wider range of the nation's youth. This means the school assumes many of the responsibilities formerly belonging to the home, the church, and other agencies in the community. Broadly speaking, a school-centered community has been the goal. The opportunities as well as the responsibilities for informing the public of the aims and purposes of the educational program are greatly increased by such a conception. The situation calls for honest and intelligent programs of *educational interpretation*. The philosophy underlying such programs suggests the need for constant effort to establish mutual understanding between school and community agencies.⁵ The interpretation of the educational program is inherent in the process.

Certain refinements are needed in the philosophy of *educational interpretation*. The many community agencies which have united with the school in the education of the child have educational programs of their own. The education of the child is not necessarily the unique function of the school. Service clubs such as Lions, Kiwanis, and Rotary have standing committees on education and often carry on specific programs aimed at the enrichment of educational opportunities for youth. Except for the development of certain specialized skills, the school is not the most powerful educational influence. The home, the neighborhood groups, the radio, the movies, books, magazines, newspapers, industry, and multiple other agencies operate powerfully to form basic attitudes which underlie and control the conduct of any individual, young or old. Today the school and all the related community agencies contribute to the educational curriculum of the child. In programs of *educational interpretation*, the planned co-ordination of all educational influences is necessary. A broader conception of the whole field is practically obligatory. It might well be termed a program of *child-centered mutual co-operation*.

Thus it may be seen that before any effort is made to appraise intelligently a program of public school relations, the appraiser must establish certain philosophical principles upon which to base his appraisals. If public school relations activities are to be used to "sell the school program," as suggested by early efforts at *school publicity*, then the evaluated results will have to be measured

5. "The Improvement of Education," *Fifteenth Yearbook*, Department of Superintendence. Washington, D. C.: National Education Association. 1937. P. 168.

by how well the public "buys" education. If, on the other hand, the value of public school relations is going to be measured in terms of *educational interpretation* resulting from *child-centered mutual co-operation* of all affected agencies, then appraisal will be made in terms of mutual interaction of the home, the school, and the community. In the latter procedure the home and the community contribute to the education of the child and share mutually in the responsibility of understanding and co-ordinating this educational procedure.*

AN APPRAISAL TECHNIQUE

In a recent study the writer secured evaluations of about 800 school and community activities.⁷ These evaluations were based on the potential use the activities might have for public school relations purposes. The respondents, consisting of 225 carefully sampled school administrators from all over the nation, were asked to evaluate each public school relations activity according to its value in a program based upon a narrow conception of *educational interpretation* and then to evaluate the same activity based upon the broader conception of *child-centered mutual co-operation*. From the information secured in the study, the writer established the Miller Appraisal Technique⁸ for evaluating programs of public school relations. Space here does not permit a complete description or explanation of the appraisal instrument. It is rather lengthy and rather detailed. The reader may be interested, however, in the several public school relations activities which appear to be of greatest value according to the Miller Appraisal Form.

The five highest ranking items on the appraisal form present an interesting correlation with the discussion in this article on the importance of determining the philosophy of the administration of a public school relations program. The relative importance of public school relations activities differs according to the aims and purposes of the persons planning and administering the program.

If the public school relations of a school, or school system, are pointed entirely in the direction of a narrow conception of *educational interpretation*, a conception which holds that the main function of the program is for the school to explain and interpret to its patrons what it is trying to do for their children, then, according to the appraisal form, the five most important public school relations activities are: (1) news releases to the public press, (2) public

⁷Yeager, William A. *Home-School-Community Relations*. Pittsburgh, Pennsylvania: University of Pittsburgh Bookstore, 1939. P. 4.

⁸Miller, Delmas F. *An Appraisal Technique for Programs of Public School Relations*, Ph.D. Thesis University of Pittsburgh, 1943.

⁹*Ibid.*, P. 143.

addresses on educational topics by the administration and the faculty, (3) reception of visitors at school and in the administration offices, (4) reporting to parents on students' progress, and (5) the activities of the school health staff. The above five activities top a list of 175 appraised items used on the final form in the survey. It is interesting to note here that two secondary-school activities which are generally thought of as having great public school relations value were ranked far down the list; namely, athletic contests and high-school band activities.

An entirely different group of activities is given top ranking for their public school relations value if the philosophy of the program is to develop *educational interpretation* through the mutual interaction and co-operation of the home, the school, and the community; that is to say, a program based upon this philosophy recognizes the education of the child as a social process involving total community consciousness and resulting from the mutual interaction of the many community agencies. The five highest ranking activities in a program of this type are: (1) community council forums on school problems, (2) student guidance council forums, (3) parent-teacher association, (4) community planning groups, and (5) parent visitation of the school.

A COMMUNITY CONCEPTION

An intelligent analysis of the present day educational trends will reveal the tendency of the whole field of education to be thinking in terms of the totality of community responsibility for the education of the child. It follows then that the appraisal of the public school relations program should be made from this viewpoint. It is the strong conviction of the writer that the worth of any public school relations activity should be judged accordingly. The lasting and enduring value of a program of education rests squarely upon the acceptance and understanding of the participants involved in the program, whether it be the child, the parent, or the childless taxpayer.

It is axiomatic that those who plan, administer, and appraise a program of education are reasonably sure of understanding such a program and will be wholesomely partial in working for its success. The inherent public school relations values in such a process are self-evident. Activities, such as community councils on educational problems and community planning groups, furnish the alert educator splendid opportunities for securing the co-operation of the citizens of the community in planning the program of education for their children. Engelhardt⁹ reiterates this thought when he says: "The school, as a well-rounded community enterprise, is the goal toward which all educational pro-

⁹Engelhardt, N. L. "Community Education," *School Executive*, Vol. 63: 54. January, 1944.

grams are constructively moving." Another expression of the same thought may be found in the following quote by Miller.³⁰

The values deemed important within the schools are usually a reflection of those esteemed in the homes from which the children come. Important decisions, such as those dealing with the range of the educational program, the amount the community can afford to pay, the individual needs of children and adults, and the characteristics of the end product of public education, are matters that require the combined effort of the most intelligent persons the community affords.

THE PUPIL INTERPRETS

In the final analysis, the problem of appraising a public school relations program remains complicated and presents a problem for the indefatigable school administrator. Many of the elements in the program defy measurement. So much of the success of the various activities depends upon attitudes formed by the public. Probably the main molder of public opinion is the student himself. What he thinks of his school, as expressed at the dinner table or on the street corner, is generally accepted by his listeners as a valid evaluation. A happy, satisfied student reflects a good school. Much of the interpretive action of students is inherent in the effectiveness of the total school program. There is little opportunity to measure the positive or negative effects of the students as a public school relations agent.

How the pupil interprets the school will depend on how successful it has been in winning his confidence, respect, and good will. What he interprets depends on what he knows and how much he is interested. Such things as the curriculum, the program of guidance, and the type of instruction must be adapted to the needs of the individual student to cause him to be an enthusiastic agent in helping the home and the community form wholesome and favorable attitudes toward the total program of education offered by the school.

So many of the activities of the classroom teacher have great potentialities in the field of educational interpretation. Yet, they too, are of such a nature that their contribution to the public school relations program can not be measured in terms of total effectiveness. Especially is this true when consideration is given to the remote values derived by the student in the area of successful living.

Probably the best appraisal can be done in the field of public school relations when due consideration is given to the effectiveness of the total program of education in the community. The best public school relations are concomitant to a school being a good school. This does not mean that there should not be a well-planned, well-administered, and constantly appraised program of

³⁰Miller, Ward I. "Essentials of Good Public Relations," *School Executive*, Vol. LXIV: 46, July, 1945.

public school relations, but it does mean definitely that a poor program of education cannot be fostered on an unsuspecting public even if the interpretation of such a program is of the best.

Every activity connected with the total education of the child is potent with public school relations possibilities, whether it originates in the school, the home, or the community. The potency can be good or bad. How good or how bad it may be depends upon the degree to which all agencies share in the planning and administering of the educational program—how hard each agency tries to understand its contribution to the total child, and how far each understands the purposes, aims, and objectives of the other. Finality in appraisal may never be achieved, but satisfaction may be gained by those responsible for the child's education from a conclusive appraisal of the effectiveness of their efforts.

CONCLUSIONS

1. During recent years public school relations have come to occupy a very important place in the agenda of the modern school executive's program of education.

2. A difficult and often neglected phase of public school relations is in the area of appraisal. The difficulty in establishing objective measurements presents the chief stumbling block in the development of a program for the appraisal of public school relations activities.

3. A good program of education is an index of good public school relations. The pupil and the teacher, sharing in effective educational procedures, are strategically situated for interpreting the educational program.

4. The nomenclature in the field at the present time is suggestive of the changing conceptions of public school relations. Terms like *educational interpretation*, *home-school-community relations*, and *child-centered mutual co-operation* tend to place greater emphasis on the wide scope of activities included in the complete education of the child. The school is no longer thought of as the sole contributor to the learning process; it is only an agency along with the home and the community.

5. The mere presence of a public school relations activity in a program of public school relations does not mean that it makes a contribution to said program. Its value must be appraised in terms of certain approved standards or provisions.

6. The successful administration of a public school relations program must be based upon a definite philosophy. In order for the program to be coherent and objective, this program must permeate every activity.

7. A public school relations program must consist of a wide variety of activities that have potentialities for interpreting the educational program of the school. The program of all educational agencies sharing in the education of the child should be an intricate part of the interpretive process.

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Planning For Tomorrow

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THE articles presented in this volume provide convincing evidence that secondary people in all parts of the country are vitally concerned with the important problem of educating the public to the nature and place of the school in American life. Their reports show a strong sensitivity to the need for public relations and an intelligent consideration of the means best fitted to the accomplishment of that purpose. Since no one article covers comprehensively all significant aspects of a program in public relations, some of the outstanding suggestions made will be brought together for the benefit of administrators and teachers who wish to plan sound and effective programs for tomorrow.

WHAT CONSIDERATIONS ARE FUNDAMENTAL?

It has been pointed out clearly that the secondary school in a democratic society depends for its support upon popular understanding and appreciation of its purposes and their expression in the instructional program of the school. Unless means are adopted for informing the people completely and continuously about the educational enterprise, they will not generously underwrite its operation nor stand behind essential developments that make for progress. It is almost axiomatic that the effectiveness of the secondary school is contingent upon the degree of understanding and confidence the community has in it.

There is a real question in the minds of some educators whether the secondary school has kept sufficient faith with the people to justify their full support. Much of the existing program is out of harmony with the personal and social needs of students and badly unrelated to life in a modern world. It should undergo a thorough reorganization so as to provide for (a) the preservation and improvement of the democratic way of life, (b) general education to meet the needs of all youth in a free society, and (c) specialized education to develop the abilities of each youngster in accordance with his capacity to learn.

If secondary-school people could agree upon these objectives and the means for their attainment, then they should make every effort to bring the impact of

this program upon social consciousness. Parents and taxpayers should know what the school stands for and what it is trying to do; they should understand how the school has kept faith with the ideals upon which it is founded and their significance for the preservation and improvement of American life.

In building a public relations program centered upon these objectives or any similar set of values, good procedure dictates the necessity first of finding out what the average person in the community thinks about the schools, what opinions he holds, and what he wants for his children. Too frequently programs are launched without having any orientation to the patterns of community thinking that need to be changed or to the psychological obstacles that stand in the way of favorable public reactions. It is fundamental to know not only the prevailing nature of public opinion toward the school but also the cultural composition of the community for which the program is designed.

Once the primary factual data covering community life has been collected and analyzed, certain policies should be formulated for guiding and directing the program. Certainly, any secondary-school group desiring to undertake profitable public relations will agree that the program should be a continuous one, not "a fire-bucket brigade for emergencies"; that it should be complete in presentation, honest in fact, and organized intelligently to fit different levels of community understanding. Several writers have emphasized the need for bringing parents and taxpayers into the confidence of the school and encouraging them to take an active part in the development of educational policies and programs. They point out that failure to do this in the past has created "vast cemeteries of educational programs . . . that have died for lack of proper interpretation to American communities."

EVERYONE HAS A PART

No matter whether the program is organized for administrative purposes with centralized, co-ordinate, or decentralized types of control, every person employed in the school system has a responsibility for interpreting the institution to the public. At the secondary level, the major work of stimulating interest organizing effort, co-ordinating services, and appraising results falls upon the shoulders of the building principal. His responsibilities are shared by members of the staff. They undertake individually and through committee assignments the detailed aspects of the formal program. Duplication of effort is avoided through a careful definition of the work of each person and committee.

On the informal side, each employee of the school system gives studied attention to daily contacts with children, parents, and members of the community. In this respect, the teacher is, perhaps, the most important single agent

for reaching the public mind through classroom teaching, extracurricular activities, participation in community affairs, and social relationships. The supervisor or curriculum co-ordinator likewise occupies a strategic position because of the multiple opportunities he has for interpreting the educational program through curriculum development projects, institutes, conferences, speaking engagements, community contacts, and associations with parents, patrons, and fellow workers.

Nor is the importance of the nonteaching staff member to be overlooked in analyzing the field of personal public relations. Constituting more than one fourth of the staff in many secondary schools, their manner of handling public contacts can make or break the effectiveness of the program. Generally speaking, these individuals are deeply rooted in the community and carry considerable weight in influencing the thinking of a certain segment of the population.

In one school where a conscientious effort was made to promote better relations with the public, it was found that students were the main molders of opinion. What they thought about the school, talked about at the dinner table, or expressed on the street corner, was accepted literally by their listeners. A study of this situation showed further that their reactions turned largely on the degree of helpfulness and friendliness extended to them by the high-school staff. Parental attitudes reflected the opinions of the student body.

Irrespective of the technical qualifications required for carrying out certain aspects of the formal program, such as newspaper publicity, radio programs, and administrative publications, all staff personnel should receive a generalized type of training. They should understand the reasons why a public relations program is needed and what may be accomplished by it. They should have at their finger tips the facts about the school in which the public has an interest and be able to supply on-the-spot information regarding school costs, tax rates, enrollments, sources of income, number of employees, outstanding policies, and other important items. They should know precisely what the secondary school stands for in American life and the contribution that it is making to society. They should be given directions for handling complaints and know how to route inquiries calling for official answers. Lastly, they should be conditioned to recognize opportunities for good public relations as well as situations which are detrimental to the best interests of the school.

SELECTING PROGRAM ACTIVITIES

If a rough tabulation was made of the activities described by contributors to this publication, the list would undoubtedly be a long one. In fact, it would be too long for any school to undertake successfully. The number of program activities is not the criterion by which public relations should be judged. The number of activities may be large or small depending upon the need for public

relations, the purposes sought, the cultural composition of the community, the nature of public opinion, the qualifications of staff personnel, and the funds available for financing the program. As a working principle only those activities should be selected for carrying out the program which are best fitted to the requirements of the local situation.

It should be noted, however, that a number of excellent activities were suggested by the writers for interpreting the secondary school to the public. A careful perusal shows that the following were used most commonly with success: newspaper publicity, student publications, home-contact reports, administrative bulletins, simple advertising, speakers, school-made motion pictures, radio programs, student activities, special school events, home visits, and personal contacts. In each instance, the techniques governing their use were adjusted to local conditions.

SCHOOL AND COMMUNITY AGENCIES

Innumerable opportunities for good public relations are found in the social and educational programs sponsored by school and community agencies. It was pointed out that public appreciation of the school may be developed through citizenship forums, practical studies of home and family life, the utilization of community resources for classroom instruction, field trips, pupil participation in community affairs, student projects for the improvement of community life, intercultural workshops, guidance services, work experience programs, leadership training, and the full utilization of plant facilities for social, recreational, and educational purposes after school hours. Many of these activities involve close co-operation with public and private agencies and enable youth and adults to work together for common purposes.

From the investigation reported by one writer, it is apparent that an alumni association can be a powerful force in building good will and support for the school. Unfortunately, few high schools have capitalized on this opportunity. They regard alumni associations as social gatherings demanding close supervision in order to preserve the reputation of the school. They overlook the fact that alumni have a sentimental attachment for the school and, that under competent direction, their interest can be turned into constructive channels. Through periodic meetings, participation in school events, and monthly news letters, they can be kept abreast of educational developments and used to interpret the school to other members of the community.

Considerable emphasis has been placed upon the importance of the parent-teacher association as a means for bringing about better school and community relations. Because this group is dedicated to improving the education and wel-

fare of youth, it provides avenues for social interpretation that are not available in any other organization. Despite this acknowledged fact, many secondary schools discourage and even look with disfavor at the parent-teacher association. Fear of administrative interference by laymen, ignorance of program possibilities, and the conventional inertia to move beyond the essential limits of safety account for this attitude. If the partnership principle of American education is to find expression in practice, it should be through the parent-teacher association more than any other organized group.

Even to a greater degree, administrators and teachers have turned their backs on community groups concerned with public education. A cursory examination of literature published by service clubs, labor groups, businessmen's associations, patriotic organizations, racial groups, and many others reveals an intensity of interest in advancing the cause of education. This interest can be turned to good account when systematic arrangements are made to supply them with carefully organized information and when situations are created in which they can work co-operatively with the schools.

On the other hand, studies show that many community groups are anxious to use the schools for selfish purposes. They sponsor different sorts of contests, promote sales schemes, conduct drives, formulate educational programs, supply propagandistic literature, and display vigorous opposition to school policies and programs inconsistent with their objectives. Pressures brought by these groups can be neutralized, without leaving a residue of discontent, when they are handled courteously and exposed against a back-drop of established, instructional policies.

A few writers favor lay advisory commissions as a means for bringing about community participation in school affairs and increasing popular understanding of the educational program. In communities where these commissions function, definite benefits have grown out of their recommendations in the form of sounder policies, improved physical facilities, better instructional programs, stronger public support, reduction in complaints, increased salaries, and the improvement of staff morale. Although certain valid objections can be made to the lay-advisory idea, the objections are inconsequential when compared to gains resulting from it.

What part do local high-school teachers' associations, as professional interest groups outside the control of school systems, have in furthering community understanding and support of education? Two writers seem to feel that they can be a potent force in changing public opinion. The initial problem they face, however, is that of making their presence known to the public and estab-

lishing certain ideals for which they stand. It is suggested that a clever use of letter heads, the distribution of membership directories to community groups, desirable press relations, the establishment of speakers' bureaus, and active participation in community affairs will satisfactorily solve the problem. It is recommended further that teachers' associations be represented in every community group though this may mean, in some instances, taking the membership dues out of their own treasuries. A premium is placed upon such membership because of the opportunities available for discussing educational issues.

Teachers' associations should follow the simple formula of making friends, doing worth-while things, and praising others for their contributions to school and community life, according to one contributor. His experience in working with teacher groups leads to the generalization that a modest program is more effective over a period of time than one that includes radio and newspaper publicity, printed pamphlets, speaking campaigns, movie trailers, sound wagons, posters, and similar publicity devices.

ARE YOU GETTING RESULTS?

A difficult problem in public relations is how to evaluate results. Many administrators admit that they do not know how to do this. They rely upon a series of chance factors and personal estimates of changes in public attitudes and opinions. They do not realize that the effectiveness of their program must be judged in terms of the philosophy upon which it is based. As one writer puts it, "If public school relations activities are to be used to 'sell the school program,' as suggested by early efforts at *school publicity*, then the evaluated results will have to be measured by how well the public 'buys' education. If, on the other hand, the value of public school relations is going to be measured in terms of *educational interpretation* resulting from *child-centered mutual co-operation* of all affected agencies, then appraisal will be in terms of mutual interaction of the home, the school, and the community."

The techniques suggested for appraising the effectiveness of the program are (a) appraisal cards, (b) sample polls of public opinion, (c) tabulations of complaints received, (d) number of parents and taxpayers who visit the school and the purposes of their visits, (e) interviews with a carefully selected number of citizens at stated intervals of time, (f) records of informal statements made by citizens, and (g) public reactions to proposals of school officials.

Aside from the sample poll technique, there are few objective means available for securing data dealing with the nature of public thinking. However, a quantity of subjective evidence can be gathered which tells the story of how well the program is succeeding and where it appears to have weaknesses.

National Contests for Schools

*National Contest Committee¹ of the National Association of
Secondary-School Principals*

THE National Contest Committee has considered the applications of firms, organizations, and institutions outside the organized educational agencies that are seeking participation by schools in national contests. The following national contests have the approval of the Committee and are suggested to schools as the only national contests in which schools should participate during the school year 1947-48. The Committee places on the list only those national contests in which educational values for students in our secondary schools seem to outweigh the direct or implied commercial aspects of the contest.

NATIONAL CONTESTS FOR 1947-48

<i>Sponsoring Agency</i>	<i>National Contest Approved</i>
Advertising Federation of America, 330 W. 42nd Street, New York 18, New York.	Essay Contest
American Association for the United Nations, Inc., 45 East 65th Street, New York 21, New York.	Essay Contest on United Nations
American Automobile Association, Seventeenth Street and Pennsylvania Avenue, N.W., Washington, D.C.	Traffic Safety Poster Contest
American Education Press, Inc., Columbus, Ohio.	Student Broadcast—"America's Town Meeting of the Air"
American Legion Auxiliary, 777 N. Meridian Street, Indianapolis, Indiana	Poppy Poster Contest
Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York.	Scholarships
Conde Nast Publications, Inc., 420 Lexington Ave., New York, New York.	Art Contest
Daughters of the American Revolution, 17th and D Streets, N.W., Washington, D.C.	Good Citizenship Pilgrimage
Elks National Foundation Trustees, 16 Court Street, Boston 8, Massachusetts.	Scholarships
Eastman Kodak Company, 343 State Street, Rochester 4, New York.	Photographic Contest
General Motors Corporation, Fisher Body Division, Detroit 2, Michigan.	Craftsman's Guild

¹The National Contest Committee: G. A. Manning, Principal, High School, Muskegon, Michigan, Chairman; Fred L. Biester, Superintendent, Glen Bard Township High School, Glenn Ellyn, Illinois; and John M. French, Principal, High School, LaPorte, Indiana.

Knights of Pythias, 1054 Midland Bank Building, Minneapolis, Minnesota.	Oratorical Contest
Ladies Auxiliary of the Veterans of Foreign Wars, 406 W. 34th Street, Kansas City 2, Missouri.	Essay Contest
Loyal Legion Foundation, 837-839 Lemcke Building, Indianapolis 4, Indiana.	Essay Contest
National Administrative Board for Pepsi-Cola Scholarships, 532 Emerson Street, Palo Alto, California.	Pepsi-Cola Scholarships
National Americanism Committee of the American Legion, 777 N. Meridian Street, Indianapolis, Indiana.	Oratorical Contest
National Forensic League, Ripon, Wis.	Forensic (excluding debate) Contest
National Graphic Arts Association, 719 15th Street, N.W., Washington 5, D.C.	Essay Contest
National Society for Crippled Children and Adults, Inc., Suite 105, 11 S. La Salle Street, Chicago 3, Illinois.	Design for Easter Seal
National Wildlife Federation, 20 Spruce Street, Boston 8, Massachusetts.	Poster Contest
Propeller Club of the U.S., Port of New Orleans, Room 304, Association of Commerce Building, New Orleans 5, La.	Essay Contest
Quiz Kids Scholarship Committee, 8 South Michigan Avenue, Chicago, Illinois.	Best Teacher Contest
Scholarship Board of the National Association of Secondary-School Principals, 1201 16th Street, N. W., Washington 6, D.C.	National Honor Society Scholarships
Scholastic Magazine, Inc., 220 E. 42nd Street, New York 17, New York.	Art, Literature, Music Contests
Science Service, 1719 N Street, N.W., Washington 6, D.C.	Science Talent Search
Swedish American Line, 636 Fifth Avenue, New York 20, New York.	Essay Contest
United States Junior Chamber of Commerce, Akdar Building, Tulsa, Oklahoma.	Radio Speech Contest

The Committee does not list scholarships offered by colleges and universities for which the respective institutions determine the recipients through qualifying or competitive examinations. However, it does not look with favor on any such plan to select students if the writing of an essay is required as a part of the qualifying procedure.

The Committee recommends that schools participate in these national contests, and only these, which are recommended by the National Committee.

John E. Wellwood

1883-1947

President of the National Association of Secondary-School Principals
1941-42

Principal of the Central High School, Flint, Michigan
1926-1944

Dr. Wellwood died suddenly on December 15, 1947, after concluding a talk at the annual football banquet in the school where he had been the beloved teacher and principal during all of the period he was on active service, beginning in 1907.

In 1945 he became the first principal emeritus of Central High School "in grateful acknowledgment of his services to education and in recognition of his years of leadership in public schools."

News Notes

SAVE THE FATS.—The urgent need to save used kitchen fat is emphasized by the fact that the U. S. shipped abroad during the last three months of 1947 more than twice the amount of fats and oils it exported during the first six months of that year. The peak levels of collections during the war years must be re-established to balance these additional shipments. Recovered used fats take the place of industrial fats and oils in the U. S., the American Fat Salvage Committee points out. This means that for every pound of used fat collected, a pound of edible fat is available for shipment to one of the famine areas. Within 60 days after a pound of used fat is collected anywhere in the United States, it is processed for industrial use. Although school collections of household grease have been successful in some places, particularly during the war, the nation-wide experience of the Fat Salvage Committee is that teachers can exert their greatest influence in their classes. The enormous importance of fats and oil for food and industrial use and the necessity for conserving every ounce of used fats should be made clear to pupils. Such teaching goes back to the home and helps inspire families to continue salvage of used cooking fats.

COMMISSION ESTABLISHED TO MAP SCHOOL CHANGES.—John W. Studebaker, United States Commissioner of Education, Federal Security Agency, has established a "Commission on Life Adjustment Education for Youth" to advise the nation's high schools on gearing their courses to meet the needs of the times. The November, 1948, *School Life*, official monthly journal of the U. S. Office of Education, reports on the program of "Life Adjustment Education for Youth." Commissioner Studebaker points out that leading authorities in secondary education throughout the country recommended establishment of this Commission. Its

membership includes educators representing nine major educational organizations. Included in this group is the National Association of Secondary-School Principals represented by Francis L. Bacon, Principal, Evanston Township High School, Evanston, Illinois. Plans of the Commission call for provision of guidance in such down-to-earth subjects as home and family life, job hunting, budgeting, use of leisure time, understanding of the necessity and dignity of all types of labor, civic responsibilities, and related areas.

CALIFORNIA STATE TEACHERS COLLEGE PROJECT IN INTERCULTURAL EDUCATION.—The Pacific Coast Council on Intercultural Education, in co-operation with the California State Department of Public Instruction and the seven California State Teachers Colleges, has embarked on a three-year program in pre-service teacher training. The primary purpose of the project is to prepare teachers to deal effectively with racial and cultural problems which they will encounter in their classrooms and in the communities where they will teach. In addition, the program is designed to evaluate the place of intercultural education in teacher training and to test experimentally various methods of introducing appropriate learning experiences and subject-matter into teacher college curricula. William E. Vickery who is co-author with Stewart G. Cole of *Intercultural Education in American Schools*, will be in charge of the work.

1948 INSTITUTE ON CORRECTIVE AND REMEDIAL READING.—Because of an unprecedented enrollment of 22,000 students, Temple University classroom and auditorium facilities have been taxed to the limit. As a result of this situation, it has been necessary to advance the dates for the annual institute on reading disabilities to February 2 to February 6 inclusive. The 1948 institutes are part of a three-year evaluation program. This makes it possible for boards of education and state departments of education to send delegates for the dual purpose of organizing new programs and evaluating existing ones. The emphasis for 1948 will be placed on the *content area* approach.

The activities of the institute are differentiated for elementary, secondary, and college teachers; vocational guidance directors; and school psychologists. The activities will center around lectures, seminars, staff meetings, evaluation sessions, and demonstrations. Qualified professional leaders have been appointed to the institute staff. These include Miss Ann V. Foberg, Dr. Arthur I. Gates, Dr. Thomas W. Howie, Florence C. Hughes, Mr. Charles W. Joyce, Dr. Russell G. Stauffer, Miss Carolyn Welch, and others. As a part of the institute program, a series of lectures, demonstrations, and seminars will deal with visual readiness for reading. These meetings will be conducted by Dr. A. M. Skeffington, Dr. Lester N. Myer, and other specialists in this field. Enrollment is limited by advance registration. This must be confirmed prior to the institute. For a copy of the program and other information regarding this institute, write to Dr. Emmett Albert Betts, Director of the Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

UNITED NATIONS NEWS.—The *United Nations News* is a monthly publication sponsored by the Woodrow Wilson Foundation, in co-operation with the Carnegie Endowment for International Peace, 45 East 65th St., New York 21, N. Y. The purpose of the Foundation in issuing the *United Nations News* is to further the cause of world peace by making available to leaders of thought and opinion a

reliable source of information concerning the activities of the United Nations and its related agencies. The regular subscription rate is \$3 a year from the Woodrow Wilson Foundation.

CORE COMMITTEE ON ETHICS OF THE NEA MET.—When the NEA Core Committee on Professional Ethics met at National Education Association headquarters, it expressed appreciation of salary improvements in many states, discussed increased costs of living, and outlined a series of projects for the year. The committee also called attention to the fact that the raising of standards within the profession is "inevitably associated with increased salaries and improved services." Members of the committee, all of whom were present, are William S. Taylor, dean, School of Education, University of Kentucky, Lexington, Ky., chairman; Grace Campbell, Spokane, Wash.; Marie Ernst, St. Louis, Mo.; Mrs. Lillian Gray, San Jose State College, San Jose, Calif.; and W. H. Lemmel, Superintendent of Schools, Baltimore, Md.

LIBRARY FOR YOUTH CAMP AT LIDICE.—The international youth camp at Lidice, which is accommodating young men from all over Europe who are working on the reconstruction of the destroyed village, has been provided with the loan of a small portable library by the Reconstruction Section of UNESCO. The library, which was handed over to the leader of the camp by Dr. Bernard Drzewieski, Director of the Reconstruction Section, comprises books on international affairs in English and French, as well as books giving an account of Czechoslovakia and of some of the countries from which the workers in the camp are drawn. Behind the handing over of the library is the desire that the people in these camps should as far as time permits read about and talk over international affairs and inform themselves of the conditions in each other's countries.

OBJECTIVES OF COMMON LEARNINGS DEFINED AT CONFERENCE.—A definition of the purpose of general education and the objectives of common learnings were discussed at a recent conference of school administrators of the Upper Peninsula held at Northern Michigan College of Education, Marquette. Said the group: The purpose of general education is to find out and teach those things which will make for human understanding and happiness. Teachers and parents must know more about human growth and development and must apply this knowledge in the home and in the classroom. Nine objectives of common learnings were outlined as follows:

1. *Maximum personal and social development of the individual.*—Study individual need of children. No rigid, fixed pattern. The high school is for everyone. The purpose of the school is met if each pupil has the opportunity to make his maximum individual gain.
2. *Competence as citizens in the family, local community, nation, and world community.*—Help children to become competent school citizens, as a first step toward competence in adult citizenship. Lead from the values acquired in the classroom to real life situations. Stress the obligations as well as the rights of the individual.
3. *Understanding of economic processes as a consumer and as a producer.*—Make the individual aware of his complete dependence on agriculture—the basic industry. Teach the value of work both for the mental and physical well-being of

the individual and for the good of society. Knowledge of the sources of materials to supply needs and the means by which these materials are processed should increase understanding of relative values. Children should be taught the vital importance of conservation of natural resources.

4. *Successful participation in home and family life.*—The individual's understanding of his own personality development leads to happiness in social relationships. Units in homemaking, successful family life, and sex education, broadly conceived, should be introduced in home economics, sociology, and biology classes. Individual guidance should be provided to all children from kindergarten through high school. Films, lectures, and discussion groups should be arranged for adults.
5. *Appreciation of literature and the arts.*—Since the highest spiritual, moral, ethical, and esthetic developments in our culture are recorded in our literature and arts, the school should teach appreciation of the beauty and cultural values of common things such as folk music, art, music, nature study, and the contributions of ethnic groups to the common good.
6. *Skill in the use of language arts.*—The individual should be taught to read, write, and speak to the best of his ability. Grammar should be taught whenever the need arises.
7. *Health—both physical and mental.*—Good physical and mental health are essential to the maximum efficient functioning of the individual or of society.
8. *Intercultural education.*—Understanding and appreciation of other peoples and other cultures are essential in the development of a world community.
9. *Problem-solving technique.*—Since problems in the classroom are solved in terms of facts, students should be taught to sift out unreliable data. Solutions to life problems may be found through these same techniques.

A NEW SLIDEFILM AND PROJECTOR.—In order to co-operate with the schools to the greatest possible extent in setting up their slidefilm library, Young America Films is making a special "Package" offer of the new Viewlex slidefilm and 2x2 slide projector and an initial supply of slidefilms. The total price of the Viewlex projector and \$30 worth of slidefilms is \$79.50. Slidefilms available are on such subjects as Federal Government, Health, Living Safely, Transportation and Communication, United Nations, and familiar classics. The Viewlex projector is especially designed for classroom use, having a simplified threading device and positive framing. It eliminates film damage and is equipped with an aspheric lens, providing brilliant screen illumination. For further information and for a catalog of films write to Young America Films, Inc., 18 East 41 Street, New York, N. Y.

BOYS AND GIRLS CAN HELP IN CITY PLANNING.—Boys and girls in our schools can and should participate in the five stages of community planning and improvement. Dr. Paul Hanna, of Stanford University, told a group of Philadelphia, Pennsylvania, principals and teachers who met at the Better Philadelphia Exhibition.

1. They can share in deciding what are the fundamental elements in an ideal community, such as recreational facilities, libraries, housing, transportation, industry, etc.

2. They can gather facts on these factors as they exist in the local community today.
3. They can assist in the construction of a workable program. While this is essentially a job for experts, school children can work out plans that can be applied to the block or to the neighborhood.
4. They can help the community absorb the plans and get people to see the possibilities of improvement. They can do this at home, on school radio programs, at PTA meetings, and the like.
5. They can help in the execution of the plans for a better community. This is the most difficult part of the program. Older boys and girls can engage in actual execution of community improvement projects by serving a kind of apprenticeship in the actual construction and physical improvement of the community.

Dr. Hanna said that the work on city planning already done in the Philadelphia schools was outstanding, but that this should be viewed as only the first step in a long-time partnership of the schools and the community.—*Curriculum News and Views*.

ANNUAL MEETING OF THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT.—The Association for Supervision and Curriculum Development will hold its annual meeting February 15-18, 1948, with headquarters at the Netherland-Plaza Hotel in Cincinnati, Ohio. Preliminary information on program planning has already gone to its members. Putting its major emphasis on the improvement of instruction, the Association invites all those interested in better schools for children and youth to attend this meeting. Registration is free to members and \$1 for nonmembers. General sessions will feature such themes as: "Responsibility of Educational Leadership in These Times," "Speeding Curriculum Improvement," and items of international and national significance. A special feature of the meeting will be fourteen study groups on varied topics. All those interested in attending this meeting should write to the office of the Association for Supervision and Curriculum Development, 1201 16th Street, N. W., Wash. 6, D. C., for a list of these study group topics. It is hoped that registration for study groups can be made, inasmuch as possible, prior to the actual convention dates themselves. Housing blanks may also be obtained from the Association office.

EASTERN BUSINESS TEACHERS ASSOCIATION MEETING.—At a recent meeting in New York, the President and Board of Directors of the Eastern Business Teachers Association selected the chairman and co-chairmen of the committees who will have charge of the convention in Philadelphia next March. Plans are being formulated whereby the special interests will be served for the great number of people who belong to this organization. An opportunity will be given to each member to submit problems that interest him most.

CORONET COMPLETES NEW FILMS IN FOUR SUBJECT FIELDS.—Further increasing the scope of its library of 16-mm educational subjects, Coronet Instructional Films announced completion of the following five new productions in the fields of Natural Science, Social Science, Physical Science, and Health and Safety:

Butterfly Botanists (1 reel, sound, color or black and white). Shows students the life processes of a typical butterfly, the Monarch; stresses the dependence of larvae on plant food, the stages of development of various species and their methods of hibernating, and, finally, the economic importance of all butterflies.

Rivers of the Pacific Slope (1 reel, sound, color or black and white). Is the story of three great river systems, the Columbia, the Sacramento and San Joaquin, and the Colorado . . . and the story of the uses to which man has put them.

Jack's Visit to Costa Rica (1 reel, sound, color or black and white). Dramatizes the visit of a typical American boy with friends in Costa Rica. The similarities and differences between life in this little republic and in our own country are brought out through Jack's stay at the home of a Costa Rican family, his trips to public schools, the city market, zoo, plantation . . . each being used as a basis of comparison with the United States.

Oxygen (1 reel, sound, color or black and white). Introduces students to this important element through dramatic experiments. The need for oxygen in the support of life, and in combustion, the part oxygen plays in electrolysis and in oxidation reactions are shown through experiments easily understandable to general science and beginning chemistry students at the high-school level.

Posture Habits (1 reel, sound, color or black and white). Motivates students to develop good sitting, standing, and walking posture through the story of two children whose desire to emulate a respected older brother leads them to an intensive six-month campaign for their own posture improvement. Through their study of the posture habits of many different people, elementary and junior high-school students share a worth-while experience in the development of good posture, so important to good health.

Each of these films may be purchased in full color for \$90 or in black and white for \$45. They are also available through leading rental outlets. For a complete catalog, or further information on purchase, lease-purchase, or rental sources, write to Coronet Instructional Films, Coronet Building, Chicago 1, Illinois.

FOOTBALL ACROSS THE PACIFIC.—Something like a Fulbright foreign scholarships scheme for footballers was suggested by Carl K. Dellmuth, athletic director at Swarthmore College in a luncheon talk to the 300 members of the Maxwell Memorial Football Club in Philadelphia, Pa. He suggested that the State Department should use some of its funds for the interchange of athletes, teaching other countries United States games and bringing their games to American youth. He thought it might be a good idea to bring two Australian Rules Football teams (18 on a side) to America. "It is an excellent team sport," said Mr. Dellmuth. "It could be used to good advantage by our schools. The equipment is not expensive. The game could be played in the late spring as well as in the fall." With Howard Sipler instructing, from 30 to 40 students at Swarthmore play the Australian game for an hour a day. They like it. As a result of his talk to the Club, Mr. Dellmuth was asked to arrange television and radio talks. Inquiries about the game have poured in upon him. He has received from Mr. Page, Secretary of the Australian Football Council, a film showing the playing of the Australian game.

FOREIGN SERVICE.—Career opportunities in the U. S. Diplomatic Corps are outlined briefly in the recent Occupational Abstract, *Foreign Service*, by Jack

Soudakoff. This pamphlet has just been published by Occupational Index, Inc., New York University, New York 3, N. Y., and is available from the publisher for 25 cents, cash with order. It contains information useful to the vocational counselor, student, teacher, and anyone interested in a future in foreign lands.

PREFABRICATED HOUSING.—Containing pertinent information on a topic of great current importance, this new Occupational Abstract, *Prefabricated Housing*, by Perry P. Breiger, will prove valuable to veterans, students, teachers, and vocational counselors. This six-page leaflet is now available from Occupational Index, Inc., New York University, New York 3, N. Y., for 25 cents, cash with order. The pamphlet describes the nature of the work with brief notes on many jobs within the industry, training requirements, methods of entrance and advancement, earnings, number and distribution of workers, advantages and disadvantages, and special opportunities for veterans. Listed also are sources of further information and additional reading references.

PLEDGE OF ALLEGIANCE.—A House Resolution of the Ohio State Legislature, delivered by three State legislators in person to the State Superintendent of Public Instruction, calls for changes in the Pledge of Allegiance. The proposed pledge adds the following sentences to the traditional pledge to the Flag: "... I shall uphold all lawful civil authority, honor and obey my parents and teachers, and respect the dignity of every person. I promise to keep my life morally clean and to live honorably so that I may merit the respect of my fellow-men and the approval of God, the Supreme Judge of my conduct."

OPPORTUNITIES IN RADIO.—Radio is the outstanding field of opportunity today for young people, according to Alice Keith, president of the National Academy of Broadcasting, 3338 16th St., N. W., Wash. 10, D. C. "Last year alone," she said, "445 new stations were opened, only three less than in the 11 years previous. Within the next 12 months, 800 new F. M. stations that have already received their FCC permits will go on the air. Television is just beginning to develop and will mean scores of new jobs. Miss Keith advises students to study speech, English composition, music, and modern languages in high school and college. A young person planning a radio career should select the phase in which he is most interested and prepare himself by general education. He should then take practical workshop training which would lead him directly into a position, preferably in a small station where he will have a chance at all types of work.

Women fill more places in radio than is commonly supposed, she adds. They are particularly in demand in the script writing, education, and public relations departments. Many get their entree to the studios as stenographers or receptionists. Miss Keith says she has had to turn down many interesting positions offered to women and girls because not enough women train for this work. Broadcasting, she says, is a highly satisfying profession because it offers opportunity for self expression and community leadership. The National Academy of Broadcasting uses the workshop method. Training is given under professional studio conditions. Advanced students appear on programs over Washington stations.

CLASSROOM RADIO CONTRIBUTES TO WORLD FRIENDSHIP.—Every week more than two hundred and thirty-six thousand pupils in ninety-two per cent of the public schools of Philadelphia, Pa., hear radio programs as a part of their

regular classroom activities. The radio bill-of-fare includes eighteen programs each week from kindergarten through grade twelve, in various subject fields. In as many of these programs as possible, the goal of world citizenship is kept in mind. Programs are designed to help pupils know and appreciate people of other lands.—*Curriculum News and Views*.

STEREOSCOPIC VIEWER PICTURES.—Tru-Vue announces a new model stereoscopic viewer for viewing three-dimensional pictures. There are now available in the Tru-Vue Film Library, 350 different subjects on travel, cultural, and informational subjects. This device, styled by Gifford Mast of the Mast Development Company, 2212 E. 12th St., Davenport, Iowa, is molded in brown and old ivory plastic. It is based on the principle of the old-time "parlor" stereoscope. The film is advanced through the viewer by a pistol-trigger arrangement and 14 different pictures are shown in a series on a 32 inch, 35-mm filmstrip. The new model viewer is one sale by photographic dealer and department stores at \$2 each. For details write to Tru-Vue, Rock Island 3, Illinois.

AMERICAN BROTHERHOOD WEEK.—The President of the United States has again accepted the Honorary Chairmanship for American Brotherhood Week, February 22-29, 1948. The Honorable Robert P. Patterson, former Secretary of War, has accepted the position of General Chairman. National Brotherhood Week in schools and colleges will be sponsored by a committee of educators representing various national organizations. *Brotherhood Week* is designed for observance by all organizations in every community, to be incorporated into their own programs according to their own customs. This reaches ready-made audiences in their natural gathering places. Brotherhood must be learned. Our world is not simple, but we can run it with brotherhood if we are willing to learn how. We must know the facts, establish the principles, develop the skill to apply them. Brotherhood is a social study. We must learn it together. Brotherhood Week is a project in mass education. Make every week Brotherhood Week! Inquiries regarding material aids should be directed to Dr. Herbert L. Seamans, National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N. Y.

WORK EXPERIENCE.—Science Research Associates, 228 South Wabash Ave., Chicago 4, Illinois, publishers of occupational information and vocational guidance materials, announce the publication of another in their new series of Guidance Monographs, *Work Experience—Preparation for Your Career*, (75 cents, 48 pages). This monograph discusses the importance of work experience in the education of young people, how to get work experience, matching interests and jobs, and information on the tryout values of work experience. It is aimed at the student reader and written for him and answers the question "What does work experience mean to me?"

The information contained in *Work Experience—Preparation for Your Career* can be of help to school administrators in organizing work experience and co-operative training programs. It is equally valuable to teachers and counselors in helping students obtain work that will aid them in their studies as well as prepare them for future careers. Many schools will find this monograph of particular use as supplementary reading material in classrooms courses in careers and vocational training.

MODERN LANGUAGES IN SCHOOLS.—There is abundant evidence for the criticism that modern languages are never mastered at school. The only satisfactory solution to the problem of making the subject a living one is to let the pupils live in the country concerned. The word "live" is used advisedly here, for anything in the nature of a casual visit, tour, or holiday, useful though it may be of stimulating interest, does not bring the child into close enough contact with the life and language of the country. "Exchange" visits are good, though they are usually too short to be of much value. The system of exchanges has, furthermore, the disadvantage that it is not systematic enough, that it leaves too much to the initiative of children and parents, that it cuts out those whose purse is not long enough or whose homes are not suitable. Surely it would not be difficult to make an arrangement whereby every child who learns, say, French, would go to France for a period of at least two months by the end of this third year of learning the language. By that time the child has a grounding in the language which would equip him to derive very considerable advantages, both linguistic and more broadly educational, from being in a foreign country.—*Journal of Education*, October, 1947.

STATE DEPARTMENTS OF EDUCATION DISCUSS RURAL EDUCATION.—Representatives of state departments of education met in Ann Arbor, Michigan, to discuss the problems and to draft a program for the improvement of education in rural areas throughout the United States. This working conference, arranged by the National Council of Chief State School Officers, has received a grant of funds from the W. K. Kellogg Foundation. Its objective is the development of a program of action to enable schools to meet the educational and related problems pressing on rural areas in all sections of the United States.

The American Overseas Aid

United Nations Appeal for Children

Millions of children are near starvation in war-devastated countries. A Children's Crusade to help needy children in these countries is calling on you to help.

The American Overseas Aid—United Nation's Appeal for Children is seeking \$60,000,000 as America's share in a world relief fund. The appeal is being made now throughout the world.

America's youth is called upon to tell the nation of the four million hungry children in other countries.

Campaign material and suggestions concerning participation by schools and school youth are available free on request at Campaign Headquarters, Room 700, 39 Broadway, New York 6, N. Y.

The Book Column

PROFESSIONAL BOOKS

Auer, J. J., and Ewbank, H. L. *Handbook for Discussion Leaders*. New York:

Harper and Bros. 1947. 128 pp. \$1.75. This book has been written for those who believe in the values of common counsel. It sets forth a step-by-step procedure for planning, organizing, and leading private and public discussions. Discussion leaders in service clubs, community forums, church groups, women's clubs, business organizations, labor unions, farm organizations, and other similar groups will find it useful.

Baker, H. C., and Routzahn, M. S. *How to Interpret Social Welfare*. New York:

Russell Sage Foundation. 1947. 141 pp. \$2.50. This book gives attention to a broad, year-round program of public relations. Major sections deal with "telling your story" in the three principal ways: by the spoken word, by the written word, and in pictures. Within each such section individual chapters discuss important aspects of the larger topic. For instance, under The Written Word separate chapters deal with Letters, Bulletins, Annual Reports, and Newspapers. Chapters open with a helpful general introduction to the subject, then include specific topics for discussion with example of actual problems faced, how they were handled, and sample letters, speeches, film strips, booklet copy, cartoons, comics, radio programs. The book contains numerous illustrations, many of them full-page plates showing collections of eye-catching letterheads, invitations, bulletin covers, and many other closely related devices and practices.

Cowling, D. J., and Davidson, Carter. *Colleges for Freedom*. New York: Harper

and Bros. 1947. 192 pp. \$3. This book is a discussion of problems relating to the four-year college of liberal arts and is written with the hope of contributing to a better public understanding and appreciation of the work of these institutions. It is a study of purposes, practices, and needs.

Cox, V. L. *Wealth Through Education*. New York: Stephen-Paul Publishers. 1947.

349 pp. \$3.75. This book is a plan for economic stability based upon the use of business credits for education. Using accepted methods of financing and banking, the author proposes a means for making education available to all. Education is a keystone of democratic living and our educational system, compounded of private philanthropy and indifferent state aid, has proven inadequate. At no time in American history has the demand for education been so great, but our grade schools, high schools, and colleges are confronted with shrinking budgets and rising costs. Universities of national standing have been compelled to make public appeals for funds. This book attacks and proposes a solution for the basic financial problems of education. By providing individual financial credit for schooling and training, the author employs an economic mechanism, credit, for the advancement of a social necessity, education.

Fine, Benjamin. *Our Children Are Cheated*. New York: Henry Holt and Co. 1947. 256 pp. \$3. The author, education editor of *The New York Times*, made a nation-wide six-month tour to discover what is taking place in education today. His trip to most of the important cities, through half of the states of the Union and into scores of rural areas, gave him a firsthand picture of our public-school system. The author presents the picture of public education in this book. He discusses teacher shortage, substandard salaries, other expenditures for public schools, teacher morale, teacher strikes, teacher tenure and retirement, and the teachers' colleges as he saw conditions in his travel. He points out educational inequalities within school districts, within states as well as between states. Rural *versus* urban education and the dual system of education in the South are discussed. The plight of our colleges and especially the state teachers' colleges receive the author's careful consideration. Attention is given to the effect of the war on America's school and the campaign for improvement both before, during, and since the war. The author devotes a chapter to the need for Federal aid and, based on his findings, he concludes his book with a series of eighteen recommendations and conclusions. Throughout the book are facts and figures which show definitely the why and wherefores which lead the author (and any open-minded reader) to conclude that "our children are cheated" and that it is urgent that something must be done and that right quickly if our democracy is to maintain leadership in the world. The author states: "To make democracy work, it is necessary that we maintain a strong system of free public schools. Nothing less will do. This is a crusade in which all can enter with enthusiasm and vigor." He also states: "Only through an educated, intelligent electorate can we maintain a democratic system. When our schools close, the dictators will take over and democracy will perish. It is necessary for us to believe deeply, passionately, earnestly in our free public school system. We will have to give our schools more than mere lip service. Our clarion call for better schools will have to ring loudly throughout the land, echoing and re-echoing in every city, town, village, and hamlet. No child, regardless of his geographic accident of birth, regardless of his economic status, regardless of color or creed, should be denied an opportunity for a full, free, and complete education."

And concerning Federal aid, he says: "As long as we continue to deprive vast portions of our population of Federal support we shall continue to have an unsound, inadequate school program. We can talk about raising teachers' salaries; we can emphasize the importance of spending more money for education; we can rally to the defense of the teachers who are striving to solve their problems without going on the picket lines; but the facts remain that without Federal assistance a solution of the crisis in education appears remote."

Gray, W. S. compiler and editor. *Promoting Personal and Social Development through Reading*. Chicago 37: The Univ. of Chicago Press. 1947. 244 pp. \$2. In these proceedings of the Annual Conference on Reading held at the Univ. of Chicago in 1947, the basic issues involved in promoting various kinds of personal and social development are analyzed.

Henderson, S. V. *Introduction to Philosophy of Education*. Chicago 37: The Univ. of Chicago Press. 1947. 415 pp. \$4. The author believes that future teachers need to inquire first into the nature of man and of the good life. Only on our definition of life's aims, she declares, can we build our definition of education's aims. Philosophers and educators through the ages have defined these aims differently. And their methods of achieving their objectives have varied even more. John Dewey and Robert Hutchins, for instance, differ radically on how best to develop intelligence. But among the conflicting ideas, the author believes the student today can find a common ground that will serve as a sound foundation for his own educational theory and daily practice. In this book she leads the prospective teacher toward the formation of such a philosophy.

An introductory chapter orients the student with respect to the origins of philosophy and the relationships among philosophy, science, philosophy of education, and science of education. Succeeding chapters discuss what education is, what it ought to accomplish in terms of a philosophy of life, and how it can accomplish its aims. Many specific teaching problems are dealt with, each with reference to philosophy. Each chapter contains an outline of contents, a summary of the material covered, provocative questions to assist the student in reviewing, and a selective bibliography of supplementary readings. A glossary of philosophic terms adds to the usefulness of the volume.

Hurt, H. W., and Abbott, M. E. *The College Blue Books*. Yonkers 2, New York: Christian E. Burckel. 30 Main St. 1947. 400 pp. \$6, if payment accompanies order; \$6.50, if billed; \$6 each when five or more copies are ordered on one billing. A research analysis of information, concerning colleges and junior colleges, supplying basic facts on institutions of higher learning of the United States and, in less detail, of the world. *One part* is devoted to a tabular arrangement of these institutions, both regular colleges and universities and junior colleges, with information on name, location, population of city in which college is located, year college was founded, source of control, student capacity, enrollment for men and for women, and agencies accrediting. In addition, full page maps of all the states are co-ordinated with state listings. Included also are colleges especially for Negroes. *Another part* of the book lists the colleges by states according to types of courses offered, entrance requirements, curriculum information, and graduation requirements; included also is the name of the president, his degrees, and his year of appointment; the number of men and of women on the faculty; the number of degrees conferred; data of the beginning and the ending of the regular college term and summer session; living quarters; resources; and fees and expenses.

A listing of a somewhat similar nature is given for professional and technical schools. Fourteen pages are devoted to information concerning Universities of the World. In addition, much other information is presented related to educational institutions which will be of value to high-school principles and counselors as well as students planning to go to college. This Fifth Edition of *The College Blue Book* is a publication which will prove a valuable acquisition in every secondary-school library and guidance program.

Kelly, E. C. *Education for What is Real*. New York: Harper and Bros. 1947. 128 pp. \$2. This book is a report on certain significant findings of the Hanover Institute—formerly the Dartmouth Eye Institute—and their importance to education. The findings resulted from experiments in the realm of vision and the nature of perception and of knowing. Their striking implications for the whole educational process are here interpreted. As John Dewey points out in the Foreword, here for the first time is an "experimental demonstration of the principles which govern the development of perceiving, principles which are found, moreover, to operate more deeply in the growth of human beings in their distinctively human capacity than any which have previously been laid bare."

Nelson, Francis. *Modern Man and the Liberal Arts*. New York: Robert Schalkenbach Foundation. 1947. 339 pp. \$3.50. This book of critical essays discusses educational, political economy, and history. The author has been a close observer of and an active participant in educational, political, and economic movements. His new book throws a searchlight on these problems in our peace-hungry world. He helps us to evaluate our system, its strength and its weaknesses, by bringing into our mind's focus new aspects of these age-long problems. In education he presents the issue between the Liberal Arts school of thought and the group which advocates vocational and technical instruction in colleges and universities, weighing in the scales of achievement the results so far attained by the modern methods. He sets down in clear-cut terms the ideas of John Dewey *versus* those represented by Chancellor Hutchins and his followers and shows wherein the basic differences lie.

Nesbit, P. W. *Instructive Nature Games*. Estes Park, Colo.: The author, Moraine Park Road. 1947. 36 pp. 75c. Too many teachers do not know how to take a group of active youngsters out-of-doors or on field trips and keep them mentally occupied with worth-while educative pursuits. Thus they, and the pupils, miss enjoyable contacts with actual things and the accompanying healthful benefits. A special emphasis of this booklet is on methods developed for their teaching value with groups afield although some features are included which may be used indoors. Contains an introduction, "Reasons for Nature Games in an Educational Program."

Nesbit, P. W. *New Techniques for Efficient Teaching*. Estes Park, Colorado: The author, Moraine Park Rd. 1947. 80 pp. \$1.75; paper binding, \$1. Includes game-like, automatic, and self-checking methods and devices developed independently over many years. Why not have pupils learn more by teaching and checking each other, meanwhile saving teacher time and energy? This may be accomplished by reduction of the work into simple items placed on cards which are earned by pupils in several ingenious procedures which stimulate great interest and effort thus reducing disciplinary problems. Accuracy is improved by immediate check. Also described is the Trail Puzzle. This can be used with most new-type questions and causes students to correct their own mistakes. These methods lend themselves remarkably to educational measurements and provide a good source for many research projects. Results of preliminary studies have been very favorable and open up a whole new area of educational methods.

Pollard, L. B. *Adult Education for Homemaking*. New York 16: John Wiley and Sons, Inc. 1947. 204 pp. \$2.75. This book deals with promoting, organizing, and evaluating educational programs with methods of teaching study groups or classes. It is not a course of study but a summary of experience. As supervisor of household arts education in St. Louis, Missouri, the author has struggled through the many problems of promotion, organization, curriculum building, and evaluation. She gives special attention to "case studies" of specific homemaking programs—in communities in Ohio, Nebraska, Kansas, New York, and Wisconsin, to name a few. Details range from how to iron men's shirts to marriage counsel and health planning.

Program for Grades Seven, Eight, and Nine Junior High and Elementary Schools, State of West Virginia. Charleston: State Dept. of Educ. 1946. 524 pp. Outlines the work of these grades and contains a wealth of suggestions as aids to the teacher in obtaining desirable educational progress in her pupils. Discusses such topics as daily schedules, articulation, reading, social living and education, methods in the junior high-school grades, language, methods of exact thinking, and individual needs.

Rugg, Harold. *Foundations for American Education*. Yonkers-on-Hudson: World Book Co. 1947. 848 pp. The author divides his book into five parts: "The Four Foundations of Education," "The Human Frontier: A New Psychology for a New Education," "The Social Frontier: A New Sociology for a New Education," "The Esthetic Frontier: A New Esthetics for a New Education," "The Moral-Ethical Frontier: A New Ethics for a New Education," and "The Educational Frontier: 1890's—1940's." One of the author's major theses is that the design of education requires four foundations—psychology, sociology, esthetics, and ethics—not two or three! And a good school cannot be built on a psychology of intelligence, problem solving, and habit alone; its program of education will fail unless it springs out of the fullest use of feeling and expression. The book concludes with "A New Yardstick on Which to Design and to Appraise a School" wherein the author presents a series of questions which can be used as a check-list in evaluating the school.

Van Til, William; Kilpatrick, W. H.; et al. *Intercultural Attitudes*. New York 16: Harper and Bros. 1947. 256 pp. \$3. This Ninth Yearbook of the John Dewey Society is drawn from the working experience of teachers and social workers. It has been designed specifically to meet the day-to-day needs of other teachers, principals, and school superintendents in dealing with problems of racial and religious prejudice and their wide ramifications. Written with a deep understanding of the impact of family and community influences on conditions in the classroom, the book points to the sources of antagonism and shows how they have been successfully dealt with in scores of typical cases. The problems illustrated cover age groups from the grade school through the high school, as well as those areas outside the school which foster juvenile gangs. The book gives practical evidence of how educators and social workers can work effectively with parents and the community at large to develop healthy and constructive attitudes among young people toward each other. In this time of increasing concern over the tension arising from corrupting ha-

treds and discrimination, the book will be invaluable to those who are working to build some democratic relations for the future.

BOOKS FOR PUPIL AND TEACHER USE

Anderson, Romola and R. C. *The Sailing Ship*. New York: McBride and Co. 1947.

212 pp. \$3.50. Here is 6,000 years of history of the sailing ship covering its many phases. Pictures, diagrams, and descriptions of the many types of vessels of this period give the reader a keen appreciation of sailing ships. The authors trace from antiquity the two main streams of sailing-ship development—the northern and the southern branches—to their junction in the fifteenth century culminating in the standard full-rigged ship, and from this sturdy ship to the swift and handsome clipper ships of the late nineteenth century.

Bibby, Cyril. *How Life is Handed On*. New York 11: Emerson Books, Inc. 1947.

159 pp. \$2. This is a book for youth. The information it contains is based on modern scientific knowledge and is presented with wisdom and with friendly understanding of young people. The author gives a clear and simple description of the whole broad process by which life is handed on and maintained. With the aid of drawings and diagrams, he sets forth the facts of courtship, mating, and birth of the young among animals and human beings. Biology, of course, plays an important part; but tradition and education, social standards, and personal character are also shown to play theirs. The casual and delightful storytelling art of the author turns this segment of natural history into an enjoyable, as well as an educational, adventure for young readers. They are enabled to see clearly the opportunities that man alone possesses to influence his own future and are, therefore, encouraged in habits of thought and attitudes of mind that are frank, healthy, and wholesome.

Caldwell, Cy. *Henry Ford*. New York 18: Julian Messner, Inc. 1947. 246 pp. \$2.75.

This is the warmly human story of one of America's great industrial pioneers whose genius revolutionized transportation, industry, and world economics. His development of the gasoline engine and his successful ability to manufacture an inexpensive car within reach of limited pocketbooks brought happiness, comfort, and wider horizons to millions.

Crane, John, and Kieley, J. F. *West Point*. New York 18: Whittlesey House. 1947.

325 pp. \$6. This book is a magnificent tribute to the United States Military Academy at West Point, an institution that has served its country proudly for almost a century and a half and whose graduates have played a vital part in the shaping and protection of our nation. First proposed by Generals Knox and Washington shortly after the Revolutionary War, the Academy has grown from a first class of ten cadets in 1802 to 2,496 cadets in 1942. With the Hudson on one side and graceful mountain ranges in the background, its site is both majestic and suited to the development of those qualities of body, mind, and character for which it has become famous.

The history of West Point begins with the Revolution, when General Washington recognized its strategic importance in controlling navigation on the Hudson. In 1779 Washington himself established his headquarters at West Point, and most of the work of fortification was completed under the

direction of the young Polish patriot, Kosciusko. After the war West Point continued as a training school for "Engineers and Artillerists." In 1794 the grade of "cadet" was created by Congress, but there was no organized curriculum nor any provision for a permanent organization until 1802, when Jefferson signed the act creating the Military Academy. Here many of the celebrated generals of our past wars were once cadets: Grant, Lee, Pershing; here also many of last war's most valuable men learned the first principles of military leadership: Generals MacArthur, Arnold, Eisenhower, Bradley, Clark, the late Patton, and many others. *West Point* is a book for everyone who wants to understand the basis of our great military strength; for every boy who dreams of attending the Academy some day; for all who want to have a picture of our past military glories and a key to our present military training.

Floherly, J. J. *White Terror*. New York: J. B. Lippincott Co. 1947. 183 pp. \$2.75

Many readers feel that John Floherly is at his best when writing about the sea. Certainly he understands, from firsthand experience, the danger and thrill in the life of men who follow careers on the deep. In this book of historic tragedies from icebergs and adventure with the Ice Patrol, this reporter who "brings back the news alive" tells a hundred true stories of the International Ice Patrol and its reconnaissance service. The Patrol has become as indispensable to shipping in the northern steamship lanes as a traffic policeman at a crowded intersection.

Garrett, Helen. *Rufous Redtail*. New York 17: The Viking Press. 1947. 157 pp.

\$2.50. Against a background of sweeping skies, mountains, and vast forests, this is the story of a hawk from his first experience of a rainstorm to his mating with a beautiful young redtail. The author has put into it all her strong love of outdoors and of birds in particular. She describes in dramatic detail the beauty and the dangers encountered by birds in their flights, whether it be on short daily journeys in search of food or on the great migrations south in the winter, and gives a vivid impression of the sounds and silences in lonely places where men seldom go—the gentle padding of some night prowler, the snort of a buck deer, the sharp bang of a large moth against a tree trunk.

Harpster, H. T. *The Insect World*. New York 17: The Viking Press, 1947. 223 pp.

\$3. Without knowledge of the habits of insects, man is unable to control their destructive habits or fully to benefit from their skill and industry. This book provides such knowledge, covering as it does practically all the insects—how they eat, breathe, grow, build, scavenge, and protect themselves. Its interest is strengthened by numerous illustrations.

Horn, S. F. *Gallant Rebel*. New Brunswick, N. J.: Rutgers Univ. Press. 1947. 301 pp. \$2.75.

When the Confederate raider *Alabama* sank, Northerners drew a long breath. Their shipping now would be safe. But the *Alabama* had an heir—a sleek merchant vessel with iron frames and beams, planked with East India teak. This was the *Shenandoah*, bought secretly from the British for the Confederacy and sailed to a secret rendezvous off the Madeiras. There Captain Waddell took command and started a one-ship war. The story of this

battling ship comes from diaries of the crew and from the records of sea fighting. It is an authentic historical narrative.

Johnson, G. W. *The First Captain*. New York 19: Coward-McCann, Inc. 1947. 312 pp. \$3.50. No more romantic figure has ever appeared in American history than John Paul Jones, and few more admirable or more pathetic ones. He was the first true professional among our naval officers, and, as such, the first to understand that the navy as an implement of peace may be no less valuable than it is as a weapon of war. The author aims to present the drama of John Paul Jones without blinding the reader to the tragi-comedy, which is more significant for our times.

Kainz, L. C., and Riley, O. L. *Exploring Art*. New York: Harcourt, Brace and Co. 1947. 291 pp. \$2.96. The author in the sixteen chapters of this book presents art's most important contribution to the secondary-school program as a course that will make the student realize that he must (1) observe keenly and react vividly; (2) develop memory and imagination; (3) exercise judgment and discrimination; (4) express ideas courageously and logically; and (5) construct with power and with vision. The book is designed as a course in art appreciation generally scheduled in the ninth year with *color* emphasized during the first part of the course and *form* in the last part of the course. Chapter titles are: How to Study Art, Meaning and Structure of Art, Experiments in Color, The Theater, Painting, Advertising, Costume, Interiors, Graphic Arts, Meaning and Structure of Form, Experiments in Form, Sculpture, Crafts, Industrial Design, Architecture, and Community Planning.

Kany, C. E., and Pinheiro, J. B. *Spoken Portuguese*. Boston: D. C. Heath and Co. 1947. 201 pp. \$1.36. The purpose of this book is to offer easy but adequate conversational Portuguese to students of the language and to travelers and tourists in Brazil. The language here used is conversational Brazilian-Portuguese; occasionally Continental Portuguese expressions are indicated in the footnotes. The book may be considered a basic text not only for beginners with no knowledge of Portuguese, but also for those who already possess a foundation. A skeleton grammar is appended for the benefit of such as may wish to consult it. To this end footnoted references will be found throughout the text corresponding to explanatory paragraphs in the Appendix. The conversations have been carefully selected to meet the ordinary requirements of the traveler in his daily life and have likewise been graded as to difficulty of expression. The English translation given for each Portuguese sentence is a time-saving device particularly helpful for self-instruction.

Kiely, E. R. *Surveying Instruments*. New York 27: Bureau of Pub., Teachers College, Columbia Univ. 1947. 427 pp. \$3. This is a book of the history of surveying instruments of the very earliest types to those of the present day. It gives emphasis to their use in the classroom. The major divisions of this book are Beginnings in Egypt, China, and Babylonia; Developments in Greece and Rome; Contributions of Medieval Europe, Islam, and India; Advancements in Europe During the Renaissance; Development of Practical Geometry in the Schools; and Applications of Geometry, Trigonometry in Simple Surveying. While the book is primarily of interest to mathematics teachers, pupils will

find it an exceedingly good source of interesting and valuable information that will enrich their knowledge of the place of mathematics.

Meredith, Roy. *The Face of Robert E. Lee*. New York 17: Charles Scribner's Sons. 1947. 144 pp. \$5. Robert E. Lee must be regarded as one of the most "photogenic" of great men, but in the early and clumsy days of the photographic process he was a most reluctant subject. Making a plate was a slow and tedious business, and Lee did not like to pose for his picture. He equally disliked sitting for a painter of portraits. In consequence it had long been supposed that the authentic pictorial record of him was very meager. On the contrary, more than a year of research has disclosed an impressive amount of material. In this book the author presents the existing daguerreotypes, photographs, and paintings made from life, and many of the lithographs, engravings, and sculptures. There are some likenesses that to the general public have been little known or quite unknown.

Mulder, Arnold. *Americans from Holland*. New York: J. B. Lippincott Co. 1947. 320 pp. \$5. When the Dutch West India Company was organized in 1621 for the purpose of colonizing and world trade, Holland was recognized as the top civilized power of the world, with great universities, progressive business methods, and highly developed fine arts. Why was it, then, that early Dutch colonists, even though they left a stamp upon the language and customs of the New World that has persisted for three hundred years, were unable to compete with the English in the matter of founding colonies and holding on to them? In this book, the author has, with affection for his forebears and zest for a fascinating subject, traced the story of the Dutch in America and their contributions to our life, customs, and characters.

With *Americans from Holland* is launched *The Peoples of America Series*, under the general editorship of Louis Adamic. In preparation since 1943, the Series will tell the story of the United States in terms of the various population groups who live here and who have shaped the course of its history. Each book in the series is written by an author carefully selected on the basis of his special personal and professional qualifications. The titles already selected are: *Americans From Hungary*, *Americans From Japan*, *Americans From Spain and Mexico*, *They Came Here First (American Indians)*, *Americans From Sweden*, *Americans From Africa*, *They Set the Pattern (English)*, *Americans From Norway*, *Americans From Armenia*, and *Americans From Ireland*.

Meyer, M. H., and Schwarz, M. M. *Technic of Team Sports for Women*. Philadelphia: W. B. Saunders Co. 1947. 431 pp. \$4.25. This volume was written to fill a need for a comprehensive analysis of the basic technics of team sports for women and specific methods and devices for presenting them in teaching situations. The authors are aware that there are no hard and fast rules to insure successful teaching of team sports, but it is their hope that the material outlined here will aid the teacher in selecting material best suited to the needs of her particular group. The outline form has been adopted as the most concise and efficient way to present the text. The accompanying drills and coaching hints are arranged as nearly as possible in progression of difficulty, and

are, therefore, adaptable to the needs of either beginners or advanced players. Both large and small groups can be taught by means of most of the drills. Since no major changes in organization have been called for, this has been disturbed as little as possible in this second edition. The text has, however, been revised throughout. The most striking new feature is the addition of rules charts for each sport. These are not merely a reprinting of the official rules in tabular form; they present most essential rules in concise chart form so that students can see at a glance circumstances under which a foul occurs and the penalty for infraction of a rule. Special attention is paid to fouls because the teacher must keep them in mind at all times during practice drills as well as playing periods.

Nevins, Allan. *Ordeal of the Union*; Vol. I, Fruits of Manifest Destiny (607 pp.), Vol. II, A House Dividing (598 pp.). New York 17: Charles Scribner's Sons. 1947. The set—\$10. The span of history covered in *Ordeal of the Union* begins in the spring of 1848 with exuberant American troops streaming back from Mexico. Victory after victory had brought them to Mexico City. They had added 850,000 square miles to the Union. Young Northerners and Southerners had marched side by side, Grant winning laurels along with Lee. For the first time the national domain stretched from the Atlantic to the Pacific. The new West was a treasure house, a realm for endless growth. An era of peace, wealth, and happiness seemed opening. Only thirteen years later, in 1861, this tranquility vanished and the country was plunging into the bloodiest civil war of history. It was a war so terrible that hundreds of thousands of young men would die and half a nation would lie devastated in its path; a war which would leave to future generations a heritage of searing hatreds. What was it that occurred in these thirteen years to convert affection and prosperity into enmity and destruction, to plunge a peaceful nation into violent war? This question Allan Nevins answers in *Ordeal of the Union*. He tells with innumerable new facts the story of the most horrible failure of statesmanship in history.

The pages of this work are rich in new portraits of striking personages. There is Webster, with his magnificent eloquence, preparing to deliver his "Seventh of March" speech. There is Douglas, the fiercest fighter that the American Congress ever knew. There are Northern reformers like honest John Giddings and sharp-tongued Horace Mann. There are Southerners, too, Jefferson Davis and "Bob" Toombs—and there is Lincoln emerging in Illinois as a great moral and political leader.

Parkes, H. B. *The American Experience*. New York 22: Alfred A. Knopf. 1947. 365 pp. \$3.50. This searching and revealing book is a fresh and significant interpretation of the character and civilization of the American people. Although it deals mainly with the American past, it is not a history of the United States. "There are a number of excellent surveys of American history," Mr. Parkes writes in his Introduction, "and I have not wished to add another to the list. This book is not a chronological narrative of historical events. My primary object has been, not to tell the story of the American past, but to discuss its meaning and to derive from it a deeper understanding of the problems of the American present."

Pisani, T. J. *Essentials of Strength of Materials*. New York 3: D. Van Nostrand Co., Inc. 1947. 237 pp. \$2.80. This book is designed to present in a brief and systematic manner a text in elementary mechanics and strength of materials suitable for students in technical high schools and technical institutes and in the better vocational high schools. This book is the result of the author's experience in teaching strength of materials over a period of sixteen years to technical high-school students. Although a preliminary course in physics is highly desirable, it is not absolutely essential because the needed principles of elementary mechanics have been adequately included in the presentation.

Quintana, Ricardo. *Two Hundred Poems*. New York 3: Longmans, Green and Co. 1947. 325 pp. \$2.50. The editor bases his collection of 200 poems on the idea that the reading of poetry is basically an aesthetic experience and that one may well read a fine poem many times at intervals, much as he listens to a good musical score or looks at an excellent painting. For this purpose the poem itself is the stuff of the study, and, therefore, no effort is made to conduct semantic and interpretative investigations or to collect facts about the author and his mental and physical background. The reviewer is encouraged to allow the poet to speak for himself in his own way and through his chosen medium.

The Quiz Kids' Book. New York 17: The Viking Press. 1947. 234 pp. \$2.50. Having asked the Quiz Kids, of radio fame, to name the stories they like best, this book is a sample of their replies. Not all their favorites are included, but there are over ninety stories and poems that any other intelligent child will enjoy—humor, adventure, and fairy tales, as well as jokes and riddles. Scattered throughout are comments by the Quiz Kids themselves and included is a comprehensive list of the many other stories in which they delight, but for which there was no room in this book. There are more than sixty interesting line-drawings by Richard Dawson.

Sanders, E. F. *Practical Biology*. New York 3: D. Van Nostrand Co., Inc. 1947. 628 pp. \$3.60. Here is a concise book that can be covered within the time limits usually allotted to the subject. The teacher does not have to pick and choose material in an effort to complete a minimum course in the time available. The book is divided into ten convenient teaching units. Each unit is subdivided into chapters, many of which are short enough to be covered in one assignment. The average chapter length, excluding end-of-chapter material, is eleven pages. With all necessary content included in the text, the teacher can take these chapters and easily make effective assignments for any class.

There is a *Teacher's Guide* accompanying the text. This guide takes the text, chapter by chapter, and explores each under some or all of the following headings: Objectives, Laboratory, Demonstrations, Projects, Special Reports, and Films and/or Filmstrips. There is help for every size of classroom with every degree of equipment, for the rural school with its special facilities for outdoor work and for the city school which draws on parks and museums. At the beginning of the *Guide*, two practical plans for budgeting time are provided.

Sheppard, Muriel E. *Cloud By Day*. Chapel Hill, N. C.: The University of N. C. Press. 1947. 284 pp. \$4.25. This book, written from the author's personal

knowledge of the district, is a picture of the fabulous and violent past of Pennsylvania's famed Coke Region, which fuels the great steel mills of the Pittsburgh district and of its uncertain present. In tracing its history, the author shows the changes in methods of production and in the racial character of the population; she pictures early mob violence, the activities of coal and iron police, and the conditions which led to union organization in the section. The story of the Region is a story of its people: J. V. Thompson, coal baron of the early 1900's who built an eleven-story skyscraper and died with his millions so firmly latched onto by his creditors that he asked his wife if he could afford a newly published biography of one of the Mellons; Steve Kupka, the personification of the miner who leaves his house in the patch long before daybreak with his big round dinner bucket, the bottom of which is filled with water that may save his life in case of accident; women watching the main shaft of Mather Mine for days and nights while rescue teams risk their lives to find the husbands and sons caught somewhere in the raging inferno below.

Sherman, H. L. *Drawing by Seeing*. New York: Hinds, Hayden and Eldredge, Inc. 1947. 87 pp. \$2.50. This book describes a revolutionary "black-out" technique in the teaching of beginning drawing and painting. The method, used at Ohio State since 1943, is based on principles of visual form derived from the work of Rembrandt and Cezanne and utilizes "recognition techniques" employed by the Navy during the war. Because the principles described in this book can be applied not only to art and art education but also to related fields dependent on visual skills, the book should be of interest to workers in psychology, physics, and optometry, and also to laymen interested in new ideas, as well as to professional artists, art teachers, and students.

Stevens, W. O. *The Quiet Hour*. New York 16: Dodd, Mead and Co. 1947. 355 pp. \$3. One of the problems of every headmaster is that of finding for chapel exercises selections that are inspirational and yet not hackneyed and worn dull by frequent repetition. The book emphasizes the modern point of view and the modern phraseology. The editor was himself a headmaster, and in assembling and selecting his material he had in mind the type of book which he himself had always felt the need of in conducting brief chapel services. The selections in the book are varied, extending from the sacred writings of India and the Bible through the Middle Ages to the present. The book is divided into topical sections such as "Every-day Living," "The Discipline of Life," etc.

Taft, Allen. *American Story*. New York 17: Arco Publishing Co. 1947. 240 pp. \$2.75. This book unfolds a tale of people that every one of us can recognize and warm to because they live all about us today. But this story is also of all time and all ages as it cuts through countries and barriers, through the tight, frustrating compartments we build around ourselves. As living people and as symbols, David, Dennis, Karl, and the women they marry make a deeply moving pattern, through several generations, of the ideas each of us instinctively lives by.

Villard, O. G. *Free Trade—Free World*. New York 21: Robert Schalkenbach Foundation. 1947. 278 pp. \$3. The first book to deal with the great American success at the Geneva meeting of the International Trade Organization up to the

time of its adjournment in September, this volume, by a man long known for his readiness to dissent from governmental policies, is a vigorous plea for support of the Truman Administration's efforts to lower tariffs and tear down barriers to trade the world over.

Weissenstein, Helen. *We Four Together*. Philadelphia 6: David McKay Co. 1947. 191 pp. \$2. The story of the Viennese quadruplets who looked alike, thought alike, and did everything so much alike that there was always something interesting happening—they create exuberant confusion wherever they go.

Yost, Edna. *American Women of Nursing*. New York: J. B. Lippincott Co. 1947. 221 pp. \$2.50. The author has made another survey of women of achievement, this time in the great field of nursing. Through a series of personal interviews and on a foundation of years of research, this experienced biographical writer presents, in the life stories of ten outstanding American nurses, a picture of the profession they represent.

PAMPHLETS FOR PUPIL AND TEACHER USE

Aspects of Current American Foreign Policy. Wash. 25, D. C.; Supt. of Doc. 1947. 60 pp. 20c. Outlines a number of the major foreign-policy problems confronting the United States and some of the difficulties involved in the solutions.

Better Teaching Through the Use of Current Materials. Stanford Univ.: L. B. Kinney, Stanford Univ., School of Educ. 1947. 24 pp. This report describes an 18-month experiment which was initiated by the California State Department of Education in January, 1946. The object was to see how current materials such as monthly and weekly magazines, daily newspapers, pamphlets, and films, etc., could be used effectively in class work—and to determine any advantages to participating students, teachers, communities, and the teaching profession itself.

The Budget of the United Nations. New York 27: Carnegie Endowment for International Peace. 1947. 63 pp. 25c. A report setting forth the issues involved, critically and objectively.

Camping and Outdoor Experiences in the School Program. Wash. 25, D. C.: Supt. of Doc. 1947. 40 pp. 15c. This publication of the United States Office of Education, Federal Security Agency, on school camping activities describes summer to year-round outdoor programs, as illustrated by extensive provisions made in Michigan and California. It reports steady growth in the movement to provide camping and outdoor experiences for children in elementary schools. Chief advantages of having such programs in the schools, according to the bulletin, are that they help to show the need for changing current curriculums, provide a natural and realistic setting for education, and develop in simple direct fashion the practices of democratic living. Many different types of camping and outdoor experience, now available in schools, are described.

Careers for Youth in Life Insurance. New York 17: Institute of Life Insurance, 60 East 42nd St. 1947. 71 pp. Single copies free; additional copies 25c. each. Provides high-school and college students with objective information about career possibilities in various phases of the life insurance business.

- Carmichael, O. C. *Forty-Second Annual Report of the Carnegie Foundation*. New York 18: The Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue. 1947. 136 pp. In it Dr. Carmichael points out that national interest requires a more scientific knowledge of international relations and an expansion of concentrated "area studies" in American colleges and universities as "a form of insurance against a future war."
- Carrothers, George E., director. *Annual Report of the Bureau of Co-operation with Educational Institutions*. Ann Arbor: Univ. of Michigan. 1947. 41 pp. A brief account of some of the Bureau's activities for the year ending June 30, 1947, including the criteria and procedures for promoting co-operation between secondary schools and the University.
- Catalog of Recreational and Educational Films*. New York 19: Institutional Cinema Service, 1560 Broadway. 1947. 96 pp. A list of available 16-mm sound films on a rental basis.
- Civics As It Should Be Taught*. New York 5: National Self Government Committee, 80 Broadway. 1947. 16 pp. 10c. Discusses from the standpoint of practical politics the merit system, proportional representation, the district attorney's office, the grand jury, and law enforcement. The Committee also urges in this pamphlet that students have practice in politics by sharing in the running of their own schools.
- Committee of European Economic Co-operation*. Vol. 1. Wash. 25, D. C.: Supt. of Doc. 1947. 138 pp. 30c. The initial report of this committee gives a general statement of the problems of European economic recovery.
- Co-operatives in School and Community*. New York: Bureau of Publications, Teachers College, Columbia Univ. 1947. 92 pp. 90c. A teacher's guide containing information about co-operatives and showing how this information can be used in schools.
- Coover, S. L. *Workbook in Mechanical Drawing*. New York 18: McGraw-Hill Book Co. 1947. 219 pp. \$1.48. A first course in mechanical drawing for junior and senior high-school students consisting of problems and projects directly related to the students' shop and laboratory experiences.
- Draft Charter for the International Trade Organization of the United Nations*. Wash. 25, D. C.: Supt. of Doc. 1947. 87 pp. 30c. A report of the second session of the Preparatory Committee of the U. N. conference on Trade and Employment as adopted by the committee on Aug. 22, 1947.
- Educational Planning*. Wash. 25, D. C. U. S. Office of Educ., Federal Security Agency. 1947. 16 pp. Free. A group of articles reprinted from the June, 1947, issue of *School Executive* describing the work and the services of the U. S. Office of Educ. and its plans for extending these services. It also contains a statement by Eugene B. Elliott, State Supt. of Pub. Instruction of Michigan, outlining the services which the states and the local school districts need from the U. S. Office of Education.
- Employment Outlook in Printing Occupations*. Wash. 25, D. C.: Supt. of Doc. 1947. 36 pp. 20c. Contains a detailed analysis of the employment situation in the individual printing trades, giving information on wages, training requirements, and duties of each job. Write for list of pamphlets on employment outlook in other occupations.
- Office of Education.

- Faith and Fidelity*. Wash. 25, D. C.: Supt. of Doc. 1947. 14 pp. 5c. An address delivered by the Secretary of State.
- From Sea to Shining Sea*. Wash. 6, D. C.: Amer. Ass'n. of School Administrators. 1947. 64 pp. 50c. A handbook on intergroup education for use of school administrators.
- Gerken, C. A. *Study Your Way Through School*. Chicago: Science Research Associates. 1947. 48 pp. Discusses basic principles as aids for pupils to improve their study skills.
- Gibson, W. B. *Skycrways of the Pacific*. New York 22; American Institute of Pacific Relations, Inc., 1 East Fifty-fourth Street. 1947. 48 pp. 25c. This pamphlet tells the story of the development of the trans-Pacific air routes and how our ideas of the geographic relationships between countries have changed as a result. The author outlines the important role that aviation is destined to play in future political, cultural, and economic developments in the Far East now that Nanking and San Francisco are closer to each other in time than Chungking and Shanghai were a few years ago. It also summarizes the history of flying in the Pacific Area and discusses the aviation facilities possessed by the nations bordering on the Pacific. He considers the special geographical factors involved in Pacific aviation, such as distances, weather, landing possibilities, etc., and discusses the political and economic problems arising out of the development of commercial aviation.
- Gilchrist, R. S.; Kahn, Lothar; and Haas, Robert. *Building Friendly Relations*. Columbus: The Ohio State Univ. 1947. 52 pp. \$1. This booklet was written by a committee of the faculty of the University School, Ohio State University, to show some of the things that this school has done to promote better relations among religious, racial, and national groups. Fifteen different group experiences and projects are described, in which pupils from the first to the twelfth grades participated. Includes photographs of several of the projects.
- Guild, B. H. *Sprouting Your Wings*. New York 18: McGraw Hill Book Co. 1947. 122 pp. \$1.32. One of the North Central Association's "Committee on Experimental Units" series for better learning written in simple nontechnical language for the average ninth-grade student interested in aviation.
- Hamlin, H. M. *Using Advisory Councils in Agricultural Education*. Urbana: College of Educ., Univ. of Illinois. 1947. 74 pp. 35c. A report of a rather intensive study of advisory councils and their relations to schools in six Illinois communities. While concerned with agricultural education, the pamphlet contains much help for using many of these procedures in the over-all curriculum of the school.
- Herman, Michael. *Folk Dances for All*. New York 3: Barnes and Noble. 1947. 112 pp. \$1. A collection of 19 folk dances which include couple, group, round, square, and longway dances in various tempos, styles, and moods and represents 15 different countries. The dances are simple and most of them can be learned or taught in just a few minutes. Background notes and sketch illustrating each step are given on each dance.
- Interlochen Boul*. Ann Arbor, Michigan: Joseph E. Maddy, Pres., National Music Camp. 1947. 120 pp. The souvenir edition of the 20th season program held dur-

ing the summer of 1947. Information and literature concerning the 1948 season to be held from June 27 to August 23, 1948, may be secured from Mr. Maddy.

International Bank for Reconstruction and Development. Wash., D. C.: International Bank for Reconstruction and Development. 1947. 40 pp. The second annual report to the Board of Governors.

Johnson, Dallas. *Facing the Facts About Cancer.* New York 16: Public Affairs Com. 1947. 32 pp. 20c. Facts and figures and need for continued research and public interest for the eradication of cancer.

Korea's Independence. Wash. 25, D. C.: Supt. of Doc. 1947. 60 pp. 15c. Notes and speech on this international issue.

McFarlane, J. W. *It's Easy to Fix Your Bike.* Chicago: Wilcox and Follett Co. 1947. 32 pp. \$1. A sequence of 326 pictures together with text material gives the help necessary for the person to keep his bike in first-class condition.

The Medical Social Worker. Boston 15: Simmons College, The School of Social Work. 1947. 4 pp. Free to high-school principals. Describes the work and rewards. Write for list of six other guidance pamphlets.

Minimum-Wage Budgets for Women. Misc. Pub. No. 549. Wash. 25, D. C.: Supt. of Doc. 1947. 42 pp. A guide to their preparation.

Modern School Practice in the U. S. A. Wash. 6, D. C.: Association for Childhood Education. 1947. 28 pp. \$1. A photographic story of children's school experiences. Picture captions are given in English, Chinese, French, Russian, Arabic, and Spanish.

Mueller, K. H., chairman. *Counseling for Mental Health.* Wash. 6, D. C.: American Council on Education. 1947. 70 pp. \$1. Discusses fundamental points of view and procedures involved in counseling college and university students.

The National Policy Committee, Its Story, Its Technique. Wash. 4, D. C.: The Nat. Policy Committee, Room 1098, National Press Bldg. 1947. 152 pp. \$1. What was said on industrial relations by responsible representatives of management, labor, and the public at twenty meetings in twelve widely spaced centers is summarized in the body of this report.

Noel, E. G., and Leonard, J. P. *Foundations for Teacher Education in Audio-Visual Instruction.* Wash. 6, D. C.: American Council on Education. 1947. 69 pp. 75c. A brief manual and guide for those who are initiating, developing, or revising programs designed to prepare teachers to use audio-visual materials more efficiently.

Official Report of the Department of Classroom Teachers—1946-47. Wash. 6, D. C.: Nat. Ed. Assoc. 1947. 51 pp. Contains reports of the officers and committees thus giving a comprehensive picture of the activities of the department. Also includes the platform resolutions passed, a list of the state representatives on the advisory council, and a list of the publications of the department.

Participation of the United States Government in International Conferences—July 1, 1945-June 10, 1946. Wash. 25, D. C.: Supt. of Doc. 1947. 292 pp. 75c. Con-

tains brief accounts of all international conferences in which the U. S. Government participated officially during this period, including the composition of the U. S. delegations to conferences, a chronological list of these meetings, and an index.

Planning School Buildings for Tomorrow's Educational Program. Bloomington: Indiana University Bookstore. 1947. 61 pp. \$1. Proceedings of an educational conference of school administration on July 25 and 26, 1947.

Proceedings of the 62nd Annual Meeting of the New York State Association of Secondary-School Principals. Oneida, N. Y.: Willard F. Prior, Secretary. 1947. 100 pp. A recording of many of the papers presented at this meeting in Syracuse, N. Y.

Program of Research and Education in the Field of International Relations. Wash. 6, D. C.: The Brookings Institution, 772 Jackson Pl., N. W. 1947. 28 pp. Information in regard to this international program.

Promising Practices in Intergroup Education. New York 19: Bureau for Intercultural Education, 1697 Broadway. 1947. 32 pp. 20c. The pamphlet helps meet the growing demand of teachers for practical material on helping children of different racial, religious, and national groups to get along together. It is a compilation of methods that have actually been used in 152 Detroit schools. These are classified under eleven approaches ranging from simple communications of relevant facts, through guidance toward valued attitudes and behavior, to integration of the individual into his school and community. A brief estimate of the strength and weakness of each approach is included.

Publications available through the American Camping Association, Inc., 343 South Dearborn St., Chicago 4, Illinois:

Canoeing Standards and Graded Classifications. 16 pp. 50c. Pamphlet covering in detail accepted canoeing standards—an important and appealing activity in all camps having access to water ways.

Hammett, Catherine T. *Who Plans the Camp Program?* 5c. A leaflet reprinted from the January, 1944. *Camping Magazine*.

Joy, B. E. *Annotated Bibliography on Camping.* 15 pp. 25c. A comprehensive list of books, briefly reviewed, which camp directors will find useful. Subjects covered: Outdoor Cookery, General Camping Out and Woods Lore; Leadership and Counselor's Handbooks; Health, Safety and Sanitation, Camp Management, Organization, and Program.

Lyle, Betty. *Camping, What Is It?* 8 pp. 30c. A definition of camping with interesting paragraphs covering advantages of group-living in the out-of-doors, the importance of understanding and guidance, program participation, etc.

Solomon, J. H. *Postwar Camp Building.* 5 pp. 10c. Sound advice on improvement of camp property. Interior and exterior pictures of camp buildings and camp development plans shown.

Suggested Policies and Standing Orders for Camp Nursing Services. 7 pp. 15c. The American Camping Association obtained permission to reprint this pamphlet for the benefit of Camp Directors in other areas. Every Camp Director should have a copy.

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- Reid, I. M. *Teaching Mathematics Through School Savings*. Wash. 25, D. C.: Education Section of the U. S. Savings Bond Div., Treasury Dept. 1947. 32 pp. Free. Information, activities, and problems for classes in mathematics in grades 7 to 9.
- Russell, William. *Better American Spelling for a Postwar World*. Atlanta, Ga.: The author. 1947. 24 pp. Points out the need for simplification and discusses ways in which this might be brought about.
- The School Administrator, Physician, and Nurse in the School Health Program*. New York: Metropolitan Life Insurance Co. 1947. 56 pp. A report of the project on improving the education and defining the activities of the school administrator, physician, and the nurse in the school health program including a chart showing the functions of each in their relationships.
- Schools Count in Country Life*. Wash. 25, D. C.: Supt. of Doc. 1947. 61 pp. 20c. Outlines what is being done by some rural teachers to meet increased demands upon education. Designed to assist teachers, parents, and supervisors in discussing and planning improvement-of-living curriculums in rural communities. Anecdotes illustrate effective ways of meeting needs of children growing up in the open country and in small towns and villages. This publication is based on information obtained from state journals of education, state education department bulletins and other publications, personal interviews with rural leaders, and letters.
- Simmons, M. L. *Writer's Handbook of Basic Journalism*. New York 3: Barnes and Noble. 1947. 110 pp. 75c. A course of instruction in terms of what is required to be known and done in the field of journalism. Good reading for the reporter staff of the high-school newspaper.
- Small Loan Laws of the United States*. Jaffrey, N. H.: Pollak Foundations for Economic Research. 1947. 32 pp. 10c. The seventh edition analyzing the situation by states.
- Stewart, M. S. *Buying Your Own Insurance*. New York 15: Public Affairs Com. 1947. 32 pp. 20c. Gives history, discusses types of insurance, and compares with other forms of savings.
- Sumner, C. R. *Quality*. Philadelphia 6: Bantam Books, Inc. 1223 Public Ledger Building. 1947. 278 pp. 25c. The problem of the Negro girl who passes for white is the theme of this novel.
- Teaching Current Events*. Columbus 15, Ohio: American Education Press, Inc. 1947. 32 pp. Suggestions for increasing the interest of current-events classes.
- Towards Self-Government in the British Colonies*. New York 20: British Information Services, 30 Rockefeller Plaza. 1947. 64 pp. Free. An account of the growth of political responsibility and the steps to which democratic institutions are being built up.
- United Nations and the Problem of Greece*. Wash. 25, D. C.: Supt. of Doc. 1947. 97 pp. 45c. This book consists of three chapters and an appendix of significant documents. The three chapters respectively deal with (1) the history and organization of the UN Commission of Investigation Concerning Greek Frontier Incidents; (2) the evidence, conclusions, and proposals of the Com-

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The U. S. and the I. L. O. Wash 6, D. C.: International Labor Office, 734 Jackson Pl., N. W. 1947. 8 pp. Information on the ILO and its relation to the United States prepared for use of social studies teachers.

Unesco and You. Wash. 25, D. C.: Supt. of Doc. 1947. 42 pp. 15c. A series of questions and answers on the how, what, and why of your share in UNESCO together with a six-point program for individual action.

United Nations Weekly Bulletin. New York: International Document Service, Columbia Univ. Press, 2960 Broadway. Annual subscription rate, \$6. Contains information concerning activities of the United Nations and its specialized agencies.

Weary, G. F. *Democracy's Case Against Religious Education on School Time.* Boston 8: Beacon Press. 1947. 22 pp. 25c. An author refutes arguments for the issue.

Wood, W. R. *English at Evanston Township High School.* Urbana, Ill.; C. W. Roberts, 204A Lincoln Hall. 1947. 30 pp. 15c. Describes curriculum practices in this high school.

World Neighbor Stamp Album. Chicago: Scott, Foresman and Co. 1947. 16 pp. Free. Spaces for stamps from 38 countries, each of which belongs to the U. N. On the back page is a list of the names of 23 schools with the name of their principals, so that the boy or girl who wishes to correspond with a pupil in a foreign South American country or Alaska and the Virgin Islands may do so.

Yahraes, Herbert. *Make Your Town Safe.* New York 16: Public Affairs Committee. 1947. 32 pp. 20c. Shows how a community can organize itself for accident prevention. It also points up specifically the important social values in such a program.

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